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ABSTRACT

These three self-contained home economics miniunits on consumer behavior are part of a set of 21 designed to provide middle school/junior high boys and girls opportunities to explore several areas of study within a 6-, 9-, or 12-week period of instruction. Units are designed to be free of sex-role stereotyping and are identified as level I (suggested for grades 6-7) or level II (suggested for grades 8-9). The suggested time required for completion of a unit varies from 3 to 9 weeks, those incorporating laboratory experience requiring 6 to 9 weeks. Titles and levels of these three units are: Consumer Decision Making (level II); Dealing with Dollars (level II); and Metric Mind (level I or II). Each unit is composed of: (1) an introductory page that includes a brief description of the focus of the unit, a statement of rationale and objectives, and suggested grade level and time for completion; (2) the body of the unit composed of conceptual content (statements which identify the concepts and generalizations relevant to the objectives) and the suggested learning approach, and (3) support material, which identifies by number and page the suggested materials to be used in pupil-teacher interaction (Some materials are included; some are to be secured from the source identified at the end of the unit). A brief synopsis of all 21 miniunits plus descriptions of the development and field testing of the units are included. (HD)

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MIDDLE SCHOOL - JUNIOR HIGH

CO-EDUCATIONAL

MINI UNITS IN HOME ECONOMICS

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FORWARD

Curriculum development is a continuous and unending activity. Responsible and concerned classroom teachers and other educators through their own initiative undertake activities directed toward the improvement of curriculum. In addition, from time to time changes occur in the societal context which provide special impetus for serious and considered attention to the questions of what ought young people to become and how can curriculum contribute to the development of valued capabilities.

In 1972, the Minnesota State Board of Education issued a policy statement indicating their commitment to the provision of equal educational opportunity for all. The Board recommended that sex role stereotyping and all practices which perpetuate sexual stereotyping in school programs be eliminated. The recommendation further indicated that appropriate action be undertaken to eliminate sex bias from curricular and instructional materials used in elementary and secondary schools. In 1974, a contractual agreement was initiated by the Division of Vocational-Technical Education of the Minnesota State Department of Education with the Department of Vocational-Technical Education and the Division of Home Economics Education of the University of Minnesota for the purpose of developing curricular materials in home economics which would provide equal educational opportunities for boys and girls at middle school/junior high school level.

Audrey Grote, Vocational Program Supervisor for Consumer Homemaking, served as the representative of the State Department of Education to the project. Dr. Roxana Ford, chairperson of the Division of Home Economics Education, University of Minnesota, was director of the project. Helen Henrie, instructor in home economics education, University of Minnesota, served as leader for the several developmental phases of the project. Twenty-four junior high school home economics teachers participated in the development, field trial and revision of the units. Additional junior high/middle school teachers participated in the field trial of the units.

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DEVELOPMENT OF CURRICULAR MATERIALS

Selection of Teacher Writers:

Middle school/junior high school home economics teachers throughout the state were surveyed in 1974 to determine their interest in and need for curricular materials in home economics which would be free of sex role stereotyping. A number of the respondents indicated that the home economics program in their school would be integrated during the 1975-76 school year. Furthermore, they expressed a need for curricular materials which would present tasks associated with home and family living as appropriate for females and males. Approximately 30 respondents indicated their interest in participating in the Home Economic curriculum development project at the middle school/junior high school level. From this group, twenty-four teachers were identified to participate in the development of materials and in the field trial of materials in co-educational classes.

Decision to Develop Mini Units:

Data gathered regarding the scheduling of classes in home economics at the middle school/junior high school level indicated that the semester length offering was most often used for required and elective courses in home economics. The second most frequently used scheduling was the year long course followed by trimester and quarter length offerings. This data appeared to reflect the practice of scheduling girls into home economics and boys into industrial education. With the introduction of co-educational classes it seemed reasonable to assume that new courses would be of shorter duration in order to accomodate larger numbers of students in the same facilities and time frame. Furthermore, shorter units of study seemed to be appropriately matched to the developmental interests of early adolescents. Therefore, it was decided to develop curricular materials which could be taught in relatively short periods of time; thus providing students with opportunities to explore several areas of study within a 6, 9, or 12 week period of instruction. The term mini unit was coined to describe the short self-contained curricular materials which would be designed to provide boys and girls learning opportunities in home economics.

Selection of Mini Units for Development:

Curriculum development involves the consideration of alternatives and the making of choices among those alternatives. As curriculum is planned the following questions arise:

- What changes in pupil behavior or capabilities ought to result from the experiences which comprise the curriculum?
- What knowledge, skills and attitudes are necessary for pupils to develop if the objectives of curriculum are to be accomplished?
- What approaches to learning will assist students in accomplishing the objectives of the curriculum?
- What means can be used to determine whether students have accomplished the objectives of curriculum?

Answers to these questions may be formulated in a variety of ways. For this project the teacher-writers from various locations in the state participated in a series of meetings at which time the following basis for curriculum development were examined: conceptions of the learner and the learning process, developmental characteristics of the early adolescent, current societal conditions and purposes of the field of home economics. As a result of this study the following point of

view regarding the purpose of instruction in home economics at the middle school/ junior high school level was developed.

It is assumed that individuals, both female and male, have the right to full self-development. Furthermore, the individual is viewed as possessing the potential for the development of a variety of capabilities. The individual is considered an active agent in directing her or his own development. Growth and development of capabilities, is believed to result when the individual interacts with the environment. As the individual interacts with the environment, he or she is capable of developing meaningful knowledge and of interrelating and organizing knowledge. The developing person is considered capable of complex behavior involving considering ideas simultaneously, ordering them and adapting them to meet new situations. This conception of the learner as self-directing, possessing the potential for continuous growth and development and capable of exercising intelligence in coping with life circumstances appears to be consistent with a society which is dedicated to and dependent upon the development of free, rational, and responsible individuals.

Young people of middle school/junior high school age have reached or are approaching a stage of development which is characterized by search for individual identity, new levels of physical maturation, desire for group acceptance, and the development of intellectual abilities related to problem solving and value development. The emergence of these characteristics has implications for the development of curricular materials which will foster in students comprehension of physical and social environment in which they live. Furthermore, curricular materials which would be consistent with these capabilities would develop students' ability to make informed and reasoned decisions and to execute them effectively.

The desirability of assisting young people to develop these capabilities becomes more apparent in the context of societal conditions. Individuals in the currently complex and ever-changing society face life situations for which there are few, if any, satisfactory ready made solutions.

Among the areas of living in which individuals are required to seek solutions and assume personal decision making power are those which have as their focal points personal, home and family life. As individuals make personal decisions and interact with family members, other individuals, and groups, conditions are produced which affect the well-being of those involved. Furthermore, when individuals interact with objects and materials which are related to the home and perform tasks associated with home and family living, conditions are produced which affect the development of people. Simply stated, the decisions of individuals regarding what to do and what not to do in the realms of personal, home and family life result in conditions which may be beneficial to the development of human potential or may be detrimental to that development. With these ideas in mind it was judged that curricular materials in home economics at the middle school/ junior high school level would foster self-development and provide for equal educational opportunity if they provided opportunities for boys and girls to consider the roles they may assume as family members, consumers and wage-earners in home economics related occupations, and if they encouraged boys and girls to explore decision making tasks related to personal, home and family living.

The developmental characteristics of young people, current societal context and knowledge of the field of home economics, were used as guides in the identification of decision making tasks likely to be experienced by middle school/ junior high school students. Through a process of consultation which involved Audrey Grote, Helen Henrie and the teacher-writers, 25 mini units were selected for development.

The development and writing stage of the project was carried on from August 1974, through March 1975. During this time, materials underwent several revisions and copies were prepared for field trial. Twenty-two units were completely developed.

Arrangement for field trial of the mini units were begun in November 1974. A letter inviting participation in the field trial was sent to middle school/ junior high school home economics teachers. To the group of 131 teachers who responded indicating an interest in the field trial, 205 mini units were distributed. At the close of the field trial in June 1975, ninety-five units had been returned with completed field trial data. Each of the mini units had been used with at least one group of students. Several units were used in six to eight classes. The average number of field trials per unit was 3.80. A total of 3,566 students participated in the field trial. Seventy-eight percent were female and twenty-two percent were males. Evaluations of the mini unit were completed by the teachers and the students responded to an opionnaire. Responses from the teachers and students were considered in the revision of the mini units.

Revision of the mini units included the following activities. Evaluative statements from the field test teachers and students were summarized. A conference was held with each teacher-writer to examine the evaluations and identify further modifications which would enhance the units. The final revision of the units was carried out by the project leader and assistants.

Throughout the development of the mini units a conscious effort was made to eliminate sex role stereotyping. The decision-making tasks and the related body of knowledge which are focal points of the mini units are those engaged in by females and males. Furthermore, all tasks are presented as appropriate for both men and women. Females and males are depicted as successful and unsuccessful. Members of both sexes are depicted in a variety of roles. The major portion of the conceptual content related to the various decision tasks applies equally to females and males. For example, clean hands, clean clothing and hygienic practices reduce the likelihood of contimination of food. Also, a child's third year is one of physical growth and development. Coordination of large muscles develops and the child is capable of running, riding a tricycle, and carrying large, lightweight objects. Small muscle coordination also develops and the child feds herself/himself with greater skill and handles other objects with better coordination. When a difference in empirical knowledge occurs and is related to sex, statements which describe or apply to males and females are identified.

Format of the Mini Unit:

Each mini unit is composed of an introductory page, the body of the unit, and a section of support materials. The introductory page provides an overview of the unit, including a brief description of the focus of the unit, a statement of rationale, the objectives, suggested grade level, and an estimation of the time required for completion of instruction. The body of the mini unit is composed of three sections. The Conceptual Content contains statements which identify the concepts and generalizations which are relevant to the exploration and understanding of the areas of study and achievement of the objectives. The Pupil-Teacher Interaction describes the particular approach to learning which is being suggested. The role pupils and teacher in carrying out the activities are identified together with the support materials to be used. The Support Material

section identifies by number and page the suggested materials which can be used in the pupil-teacher interaction. In some instances, a copy of the material is provided and in other instances the material is to be secured from a source identified in the reference section which appears at the end of each mini unit. Evaluation procedures are not included in the mini units as time did not allow for the development of this aspect of the materials.

The mini units are identified as level I or level II. Level I units provide basic learnings in an area and assume no prior formal educational experience on the part of the students. These mini units are suggested for grades 6 - 7. Level II units extend learnings and introduce new learnings in various decision areas. These units are suggested for students in grades 8 - 9. The suggested time required for completion of a unit of study varies from 3 - 9 weeks. Units which incorporate considerable laboratory experience require 6 - 9 weeks.

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Career Exploration

Unit Title: What Do People Do All Day?

Suggested Time: 3 weeks.

Unit Focus: In an effort to allow young people to explore lifestyles, this unit emphasizes an investigation of those activities carried on within the home, at one's chosen occupation and during leisure time. The unit attempts to help young people understand the relationship between choices made and the resulting lifestyle. Students are alerted to the personal power they can exercise to develop a desirable and satisfying lifestyle. An exploration of home economics wage earning occupations and the occupation of consumer-homemaker are included.

Level: II

Educational Background: None required.

Unit Title: Looking at Food Service

Suggested Time: 6 weeks.

Unit Focus: The focus of this unit is the exploration of various food service occupations. Through study trips and simulated experiences, students have the opportunity to become acquainted with several occupations related to the preparation and service of food in quantity. Instruction is planned to familiarize students with those areas of study which are basic to several food service occupations. Included are sanitation, service of food, safety, job satisfactions and preparation for various jobs. Basic food preparation techniques, use of equipment and cost control are included in the unit but are not major points of emphasis.

Level: II

Educational Background: It is suggested that this unit be taught to boys and girls who have a basic understanding of food preparation and have some familiarity with food preparation from an experiential base.

Unit Title: Enjoying and Understanding Young Children

Suggested Time: 6 - 9 weeks.

Unit Focus: The care and guidance of young children is the theme of this unit. Direct experience with preschool children is suggested as a primary learning experience. The activities and procedures carried out with the children in the preschool are considered in terms of their effect on the development of the young child. Attention is directed to career opportunities related to child care.

Level: II

Educational Background: None required.

Career Exploration (cont.)

Unit Title: Jobs: Sewing and Selling

Suggested Time: 6 weeks.

Unit Focus: The clothing industry is used as a vehicle to introduce students to the economic system and the role of producers and consumers. An item made from textiles is selected by students and teacher to be produced in the classroom and sold. Students participate in making managerial decisions and perform tasks as production workers in a simulated factory. Job applications, interviews, and time work records are completed by students. Attention is given to satisfactions associated with various jobs. Students have some opportunity to develop sewing skills.

Level: II

Educational Background: It is assumed that students have some background in clothing construction and limited experience in the operation of the sewing maching. If students have had no experience, the suggested time should be extended 1 - 2 weeks.

Clothing and Textiles

Unit Title: Clothing Care and Repair

Suggested Time: 2 - 3 weeks.

Unit Focus: Clothing storage, laundry and simple repair. Attention to procedures and the effect of procedures on the appearance and life of wearing apparel.

Level: I

Educational Background: None required.

Unit Title: Personality, Lifestyle and Clothing

Suggested Time: 2 - 3 weeks.

Unit Focus: Clothing selection for the individual is the central theme of the unit. Attention is given to the functions of clothing and the influence of values in the process of selecting clothing. An introduction to wardrobe planning is incorporated. Opportunities are provided for students to examine and observe actual fabrics and garments. These experiences are used to develop understanding of the elements of color, texture and line as they relate to clothing design and selection.

Level: I

Educational Background: None required.

Clothing and Textiles (cont.)

Unit Title: Consumer Clothing

Suggested Time: 3 weeks.

Unit Focus: Alternative methods of acquiring clothing are explored in terms of resources required and problems or risks involved. Knowledge of the properties of textile fibers and information provided by textile product labels are presented as resources useful in acquiring clothing whether clothing is purchased ready-made or self-constructed. Indicators of quality in garment construction are identified, and students have the opportunity to examine and compare garments for quality of construction. Attention is given to factors which affect prices charged and the relationship of price and quality. Experiences are provided which encourage students to relate factual information to clothing acquisition problems and decision making.

Level: II

Educational Background: None required.

Consumer Behavior

Unit Title: Consumer Decision Making

Suggested Time: 3 - 4 weeks.

Unit Focus: Consumer decision making is approached as an activity directed toward the satisfaction of needs and one which is influenced by a variety of factors including the knowledge and values of the consumer. It is suggested that students select a consumer decision making project which can serve as a point of reference for the learnings incorporated in the unit. Class activities focus on understanding the relationship of various factors to consumer decision making. Merchandising practices including packaging, labeling, advertising and pricing are studied as well as other sources of information available to the consumer. Students have the opportunity to participate in the several phases of consumer decision making.

Level: II

Educational Background: None required.

Consumer Behavior (cont.)

Unit Title: Dealing With Dollars

Suggested Time: 2 - 3 weeks.

Unit Focus: The unit introduces students to the functions of money in meeting needs and wants of individuals. Experiences in the unit provide opportunities to develop understanding of such concepts as goals, values and resources as they relate to money management behavior. Sources of money income and practices which increase purchasing power or extend money income are among the concepts presented which enable the student to examine her/his own money management practices.

Level: II

Educational Background: None required.

Unit Title: Metric Mind

Suggested Time: 2 weeks.

Unit Focus: The unit provides a short and basic introduction to the metric system of measurement. Emphasis is on learning to think metrically. The major part of the unit includes understanding the basic units of measurement in the metric system and their interrelationship. Students have some opportunity to use the metric system in simple problems. Activities in sections are designed to acquaint the students with the use of the metric system in the role of consumer and homemaker.

Level: I or II

Educational Background: None required.

Nutrition and Food Preparation

Unit Title: Good Health Through Nutrition: How Do You Measure Up?

Suggested Time: 2 - 3 weeks.

Unit Focus: The basic food nutrients and their effect on the health and well-being of individuals is the central theme of the unit. Through experiences in the unit, students have the opportunity to become familiar with the Recommended Daily Dietary Allowances for the basic nutrients and food sources for those nutrients. The caloric value of foods and the relationship of calorie intake to calorie output is studied. As the nutrients are studied, students will either test food samples for nutrient content or see demonstrations of tests for nutrients. Opportunities are provided for students to taste foods which supply nutrients in significant amounts and to determine from reliable sources the nutrient and caloric value of foods.

Level: I

Educational Background: None required.

Nutrition and Food Preparation (cont.)

Unit Title: Nutrition: Buying and Selling

Suggested Time: 3 weeks.

Unit Focus: The selection of foods which will provide adequate nourishment is the focus of this unit. Factors which influence food choices are identified. The Recommended Daily Dietary Allowance is introduced as a guide to the selection of foods. Nutritional labeling, food fads and fallacies, food advertisements and food prices are examined to determine their usefulness in the selection of foods which provide essential nutrients. Experiences incorporated in the unit provide opportunity for students to observe, describe, differentiate, compare, and formulate generalizations.

Level: II

Educational Background: Learnings in the unit assume previous study of nutrition.

Unit Title: Foods With Taste Appeal

Suggested Time: 3 - 4 weeks.

Unit Focus: The unit provides an introduction to learnings which are basic to the preparation of foods that are nutritious and appealing to the appetite. Demonstrations, films and illustrated presentations are used to help students develop learnings related to nutrition, sanitation, personal hygiene, safety, standardized recipes, food preparation equipment and principles for the preparation of selected foods. Laboratory experiences are suggested which will provide direct experience with the various learnings.

Level: I

Educational Background: None required.

Unit Title: Enjoying Outdoor Cookery

Suggested Time: 6 weeks.

Unit Focus: Three types of outdoor food preparation settings provide an organizational structure for student activities in the classroom and outdoors. Principles of food storage, preparation and serving are included in the unit. Meat, vegetable and pasta cookery principles are presented with attention to adaptations to outdoor facilities. The preparation of quick breads, desserts and beverages from recipes adapted to outdoor preparation are included. The basic nutrients and their functions are incorporated in the unit as various types of food which provide those nutrients are studied. Laboratory lessons are interspersed throughout the unit. It is suggested that several preparation and serving experiences be performed in the outdoor settings.

Level: II

Educational Background: This unit is appropriate for students who have completed basic food preparation and nutrition courses.

Housing

Unit Title: A Space for Living

Suggested Time: 3 - 4 weeks.

Unit Focus: The aim of the unit is to develop students' awareness of the environments in which they live and to develop their ability to modify those environments in ways which will satisfy needs. Particular attention is directed to such aspects of home environment as color, line pattern, arrangement of furnishings, utilization of space and care of space and furniture. Experiences are incorporated in which students have the opportunity to simulate choice making and consider effects which result from choices made.

Level: II

Educational Background: None required.

Personal Development

Unit Title: Grooming and You

Suggested Time: 3 weeks.

Unit Focus: Personal appearance, grooming practices, and the choice of personal grooming practices are focal points of the unit. The care of physical features, including skin, hair, and nails, is studied. Experiences are provided which illustrate the development of grooming practices over time and the relationship of selected practices to cultural norms and physical health. The selection of personal care products is used as a means of introducing students to consumer decision making.

Level: I

Educational Background: None required.

Unit Title: Becoming a Person - A Lifelong Process

Suggested Time: 2 - 3 weeks.

Unit Focus: This unit is directed to helping students develop a realistic and favorable self-concept. Experiences in the unit encourage students to accept themselves and seek opportunities for growth and development of personal potential. Individuals are presented as trustworthy, capable and able to exercise self-determination in regard to personal development. Conforming and stereotyping as ways of behaving are examined in terms of the probable effects on personal development. Students have some opportunity to exercise independent thinking and express personal ideas through value clarification and communication exercises.

Level: I

Educational Background: None required.

Personal Development (cont.)

Unit Title: Making the Most of Your Resources

Suggested Time: 2 weeks.

Unit Focus: This unit introduces students to the management process. The meanings of the concepts, goals, resources and values are developed as well as the inter-relationships of these concepts in the several phases of the management process. Several activities in the unit provide opportunities for students to work through planning, controlling and evaluating phases of the process.

Level: I

Educational Background: None required.

Unit Title: Understanding Yourself and Human Sexuality

Suggested Time: 3 - 4 weeks.

Unit Focus: The unit introduces students to sexuality as a part of human development. Attention is given to the physiological components of sexual development and to the attitudes and feelings about sex which develop as individuals mature. The unit provides accurate information regarding the physiological development of sexuality in females and males. The various modes of sexual behavior and the probable consequences of these behaviors are examined. Experiences are incorporated which encourage the student to think through possible courses of action in regard to sexual behavior and the consequences of those actions.

Level: II

Educational Background: None required.

Unit Title: You and Your Family

Suggested Time: 3 - 6 weeks.

Unit Focus: The unit is designed to enhance the students' understanding and appreciation of the family as a unit of interdependent individuals whose interactions result in environments which affect the development and well-being of individuals. The unit attempts to develop students' awareness of the potential of families of varying structures for meeting the needs of family members. A problem solving strategy is introduced as a framework for the examination and consideration of problems which family members may experience as they interact with each other. Students have the opportunity to select a concern of interest to them and work through the problem solving strategy in regard to that concern. Communication exercises and values clarification activities are incorporated in the problem solving strategy.

Level: I

Educational Background: None required.

Personal Development (cont.)

Unit Title: Learning to Care for Children

Suggested Time: 2 - 3 weeks.

Unit Focus: The unit introduces the student to the concept of child care. Children from infancy to preschool age are presented as developing individuals. The responsibilities of the child care person (baby sitter) and the procedures used with children are considered in terms of their effects on the welfare and development of the child. Employer-employee relationships and responsibilities are considered. An overview of other careers related to the field of child care is included.

Level: I

Educational Background: None required.

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UNIT TITLE: *CONSUMER DECISION MAKING*

UNIT FOCUS: Consumer decision making is approached as an activity directed toward the satisfaction of need and one which is influenced by a variety of factors including the knowledge and values of the consumer. It is suggested that students select a consumer decision making project which can serve as a point of reference for the learnings incorporated in the unit. Class activities focus on understanding the relationship of various factors to consumer decision making. Merchandising practices including parkaging, labeling, advertising and pricing are studied as well as other sources of information available to the consumer. Students have the opportunity to participate in the several phases of consumer decision making.

RATIONALE: The selection of goods and services which have the potential for satisfying some of the needs of consumers has become an increasingly complex task. A variety of factors have added to the difficulty which consumers experience in obtaining accurate and meaningful information about the quality, expected performance, reasonableness of price of goods and services. Junior high school students are beginning to make independent consumer decisions as well as continuing to exert influence in regard to consumer decisions of families. Instruction in the mini-unit can assist students in the identification of situations which require consumer decision making. It can also prepare them to utilize thinking processes related to thoughtful decision making.

INSTRUCTIONAL OBJECTIVES:

Comprehension of influence of human needs on consumer behavior
Comprehension of the effects of alternative approaches to consumer decision making
Comprehension of the process of thoughtful decision making
Willingness to practice the process of thoughtful decision making
Comprehension of the characteristics of descriptive and reliable information
Comprehension of the characteristics of persuasive information
Comprehension of the relationships of descriptive and persuasive information to the process of thoughtful decision making
Comprehension of the relationships of price and product characteristics
Knowledge of consumer protection and information services

EDUCATIONAL BACKGROUND: None. Level II.

SUGGESTED TIME: 3-4 weeks.

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
	Pre-Teaching: Prepare transparency or other visual of major categories of basic needs. (S.M. What Do People Do All Day?)	
	Collect pictures of a variety of goods and services which might be purchased by consumers of varying ages and backgrounds. Display pictures and prices at several locations in the classroom.	
	Provide an envelope or brown bag for each student. Prepare copies of Consumers All form.	
	Transition: As students enter the classroom, give each of them an envelope or paper bag. Direct students' attention to the display.	
Goods are material possessions. They include food, clothing, gasoline, books, paper, etc.	Displayed at various locations in the room are pictures of goods or services which may be of interest to you. Assume for the moment that you have $30.00 which you may use in purchasing the items. When you select an item place it in the paper bag. Allow time for students to complete selections.	
Services are the actions that other people do for the consumer. Services include dry cleaning, auto repair, dental work, etc.	Transition: Familiarize students with the Consumers All form.	S.M.1
A decision to purchase a specific product is affected by the needs of the consumer.	Complete column I and II. Continue:	
	Did anyone choose to save part of the $30.00? Record that information at the bottom of the Consumers All form and explain why you made that decision.	
Human needs may be categorized into basic groups. A psychologist, A.H. Maslow formulated the following levels of human needs: physical needs security (safety) needs belongingness (love) needs self esteem needs self actualization needs cognitive (knowledge) needs aesthetic needs	Assume that for some reason you may not be able to pay for all the items you selected. Place a 1 by the item you would prefer to all of the others. Rank order the remaining items.	
	Reveal base of transparency. Decisions to purchase consumer goods or services are influenced by the needs of the consumer.	
These levels exist simultaneously, but in a hierarchy of strength. Only when the lower level needs have been more or less satisfied do the higher needs become active.	Some of the consumers' needs have to do with physical well being.	
	Consumer products such as food, clothing, and a place to live may be purchased because they help to satisfy a basic need.	
	Look at the Consumers All form which you completed. Is the item that you ranked number 1 useful in meeting a physical need?	
	Encourage students to share their ideas.	
	Ask: Did your reasons for selecting the item mention a particular physical need?	
	Was a physical need the most important factor in the choice you make?	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
	If your choice was somewhat related to meeting a physical need indicate it in column III.	
	Reveal the next level of need. Describe and explain the meaning. Encourage students to identify consumer goods and services which they chose because of this need.	
	A particular good or service may satisfy several needs.	
	Continue to describe and explain meaning of various needs. Relate to students' choices.	
	At the conclusion of the activity, have students take turns completing the following statement:	
	A consumer was recently overheard saying I need that. What could that statement mean?	
	Pre-Teaching: Prepare transparency of 101 Flavors Too Many. Review the script to go with the transparency.	S.M.2
	Prepare audio tape or read script.	
Increasing numbers of goods and services make choice making difficult.	Transition: Producers of goods and services become aware of the various needs which people have and the tendency to try to meet some of those needs through the purchase of goods and services.	
	Listen to the thoughts of one consumer and think about the following questions:	
	What problem did the person seem to have?	
	Why did the person seem to have the problem?	
	Have you had a similar problem?	
	Read the script or play the audiotape.	
	Discuss questions.	
Impulsive decisions are made without consideration of the need for the goods or services.	**Pre-Teaching:** Prepare transparencies of Impulsive Decision Making.	S.M.3
Impulsive decisions are made without information about the goods or services.	Transition: The consumer who chose dill pickle ice cream illustrated decision making by chance.	
Impulsive decisions result in unplanned purchases dependent on how the consumer "feels" at the moment.	As we view the transparencies, think about the following questions:	
	What did the character do?	
Impulsive decisions may require spending additional time and energy returning merchandise which proves unsatisfactory.	What did the characters think about?	
	What was the result of the characters' decision?	
	Show transparencies and read script.	
Impulsive decisions may eli-	Discuss questions.	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
minate the chances to use the money for other goods.	Identify characteristics of impulsive decisions.	
Impulsive decisions can result in satisfactory purchases. However, this may not happen frequently.	Identify probable consequences of impulsive decisions.	
	Encourage students to identify personal decisions which were impulsive.	
Letting someone else decide is a method of decision making which places responsibility for the decision with some other person who will experience the consequences of the decision.	Show transparencies and read script. Explore the consequences of allowing someone else to make a choice for you.	
	Ask: Have you ever done something in which you let someone else decide for you? What happened?	
This method of decision making may be satisfactory if the decision maker has adquate knowledge of the needs to be satisfied, resources available, product information and consequences considered important.	**Pre-Teaching:** Prepare copies of Decision Making - Habit or Not.	S.M.4
	Introduction: Give copies of Decision Making - Habit or Not to students.	
	Read the first two A's out loud with the students.	
	What is similar in these two situations?	
Habits, developed through experiences, reduce decision making problems for consumers and make shopping more efficient.	Read B or have a student read it.	
	How does this situation differ from the two we just read?	
Habits remain useful to consumers as long as: needs remain the same alternative choices remain the same values remain the same	Continue to examine the mini situations and help students to identify the concept of buying by habit.	
	Encourage students to identify the consequences of decisions based on habit. Ask: Under what conditions is decision making based on habit satisfactory? Unsatisfactory?	
Thoughtful decisions are made when the consumer: considers and is aware of her/his needs seeks and uses information about the products and services to help make choices identifies various alternatives which may satisfy her/his needs considers the consequences of the several alternatives chooses the alternative which best satisfies her/his needs	**Pre-Teaching:** Order slide tape set **Ready, Set, Decide.**	S.M.15
	Transition: The slides and tape illustrate another approach to decision making.	
	Identify ways in which this approach to decision making is similar or different than the other approaches.	
	Play tapes and view slides.	
	Contrast and compare thoughtful decisions making and the other approaches.	
	What did the consumer do?	
	What did the consumer think about before deciding?	
	What might the probable results of the decision be?	
	Pre-Teaching: Review Consumer Study Project. Prepare copies of Something I think I Want to Buy.	S.M.5 S.M.6

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
	Transition: Decision making which will result in meeting consumer needs appears to begin by determining what needs are to be satisfied and the potential of a product or service for satisfying needs. Provide each student with a copy of Something I Think I Want To Buy. Explain and illustrate the process of identification of consumer needs and product or service potential for satisfying needs. The transparencies which depicted someone else making a decision may be used to illustrate the type of question which can be asked to clarify the consumer needs and product or service potential. Guide students in the process of identifying consumer needs and the potential of a good or service in meeting those needs. Provide written feedback which will assist them in clarifying needs and product or service potential for satisfying needs.	
Information used by the consumer is available from several sources: other consumers (friends, neighbors, relatives) producers and/or sellers of goods and services consumer protection and concern agencies government agencies consumers' personal experience	**Pre-Teaching:** Prepare copies of Where Do You Get Information. Transition: Familiarize students with the Where Do You Get Information form. Guide students in completing the form and questions. Tabulate students' responses to the questions on the chalkboard or large chart. Sources of Consumer Information **Non-human Sources** most often used **Non-human Sources** least often used **Human Sources** most often used Ask: Why do you use these sources? Who is responsible for writing or creating the information you use? Is the information likely to be truthful and accurate? Why or why not? **Pre-Teaching:** Select several products which may be familiar to students. Select items which are appropriate to boys and girls or items which are designed for each. Collect advertisements, labels, packages which present information about the product. If possible audio tape a T.V. or radio commercial relative to the product.	S.M.7

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
	Review recent issues of **Consumer's Report, Consumer's Research Magazine** and **Consumer's Handbook of Buying** for information related to the product or service selected.	
	Transition: Let us assume that someone has decided to purchase (refer to product or service selected.)	
	In seeking information about the products available with potential for meeting the needs the following materials have been collected.	
	Refer to a display of advertisements.	
Descriptive information includes those statements, pictures, etc., which describe the product or service objectively.	Circle 2 statements which are examples of descriptive information. (Use red ink.)	
The truth or falsity of the statement can be determined by testing.	Ask: How are these statements similar?	
	Record accurate responses on the chalkboard.	
Information of this type for a particular product or service would include: color weight grade composition of materials ingredients price use and care instructions	Circle several statements which are vague and open to a variety of interpretations. (Blue ink.)	
	Ask: How does this statement differ from the first two?	
	Circle another statement which is descriptive information. (red)	
	Ask: What characteristics do the 3 statements circles in red show?	
Persuasive information includes statements, pictures, symbols which are vague, open to personal interpretation and which have no agreed upon meaning.	How do they differ from the statements circled in blue?	
	Continue identifying examples of descriptive information and contrast them with persuasive information until students are able to identify the characteristics of each type of information.	
The truth or falsity of the statement or implied statement is difficult to determine.	**Pre-Teaching:** Direct students to collect various types of information related to the product they are studying.	
	Prepare copies of Getting Information for Decision Making.	S.M.8 S.M.9
Advertising is calling the public's attention to a particular event, object, or service.	Order **Understanding Advertising.**	S.M.15
	Transition: Familiarize students with Getting Information for Decision Making.	
The basic motive of advertising is to sell goods and services.	Interview several students to illustrate the types of information already available and further information needed.	
To influence consumers to select goods and services, advertisements must capture consumers' attention and hold it.	Confer with individual students as they complete part III of the Getting Information for Decision Making form.	
Some common stimulus factors.	Assist students in identifying various persuasive statements.	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
for accomplishing this are: size color intensity position movement contrast isolation repetition Persuasive statements attempt to convince the consumer to believe they need the product by one or more of the following means: through the printed or verbal part of the ad, a claim to the superiority of the product is made which cannot be substantiated easily. through the statements or pictures, associations are made between some need or problem which the consumer may experience and the product or service. A solution to the problem is implied. through the statements or pictures, associations are made between pleasant and desireable conditions and the product or service. A cause-effect relationahip is implied. When products are similar and cannot be distinguished from each other by sensory perception, advertisers often created a brand image to associate with their products. Brand image is a set of attitudes or values that gives products additional meaning in the mind of the consumer. The brand image is assigned a name or symbol (brand name) which in the mind of the consumer is equal to the brand image. The consumer selects the item on the basis of the "idea"	As students complete their work, have them report their findings to the class. Consider the following questions. What is the purpose of advertising? What types of information did you find in advertisements? Illustrate the variety of claims which are made that are difficult to substantiate. Encourage students to bring examples of advertising which provides useful information and advertising which is open to interpretation. Students may report their findings and display in the classroom. **Pre-Teaching:** Review and up-date Brand Name and Images form. Prepare copies for students. Assemble materials for testing of cola beverage or other parity products. (grape juice, hot dogs, bologna) Transition: Have students complete advertising slogans by filling in brand names. (This may be done individually or as a class.) Continue: Why does the producer of a product use a brand name? Under what conditions is a brand name useful to a consumer? Complete cola testing experience. Record results of experience. Ask: What do you notice? To what extent were the panel of taste experts able to differentiate among brands? What might account for this? With what other products might this occur? Why? What general statements might be made regarding brand names as a source of information about a product?	S.M.10

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
rather than on qualities he/she can sense. i.e., Pepsi, for those who think young.		
Products and services which carry the same brand name may vary in quality.		
	Pre-Teaching: Assemble a variety of product labels.	
Labels are the printed information on packages, containers and products.	Identify terms frequently used on the label of products which may be unfamiliar to students. Develop true-false statements regarding the meaning of those terms.	
The main function of the package label is to identify the product to the consumer.	i.e. Net weight on a can of peaches means the weight of the fruit without the juice. Choice always means the best. Flame retardant means will not burn.	
Labels may provide descriptive information such as: name of manufacturer place of manufacturer weight of product ingredients use and care instructions	Transition: Display labels in view of students or give each student one or more labels.	
	Ask: What do you find on the label?	
	Record responses.	
Labels may provide persuasive information such as product slogans and so forth.	When a wide variety of types of information have been identified ask:	
	Which statements seem to be similar? Why?	
Descriptive information is helpful or useful to consumers only when the consumer understands the meaning of information on the label.	Identify types of classifications of information.	
	Ask: In what way does information of this type aid the consumer?	
	Give students copies of true-false statements. Allow time to complete statements.	
	Have students indicate whether statements are true or false.	
	Share responses orally. Explore procedures consumers might use to determine the meaning of terms on labels.	
	Students can examine labels on the product they are studying and report information which they believe is useful to the consumer and the reasons for its usefulness.	
From a seller's point of view a package may have promotional or want-creating ability.	**Pre-Teaching:** Assemble current news articles which relate to the problems involved in disposal of packages of various goods.	
Primary functions of packaging are to contain, protect and identify the product.	Assemble a variety of packages of different types for the same product. i.e., ready to eat cereals, cake mixes, potato chips, toothpaste. Cover one package in plain wrapping paper and put only the required information on it.	
A consumer may desire a package which is economical to pro-	Transition: Display the products in view of the students.	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
duce, convenient to use and disposable.	Ask:	
The Fair Packaging and Labeling Act, passed in 1966, requires certain product information to be prominently displayed on all food labels.	What do you notice as you look at the packages?	
	Which package attracts your attention?	
	What is eye catching about the package?	
	From a sellers point of view what purpose might this package serve? (Refer to one which is attractive and uses bold colors.)	
Requirements include: an identity statement the net contents a list of ingredients the name and address of product manufacturer, packer or distributer	From a consumer's point of view what is the purpose of a package?	
The Fair Packaging and Labeling Act also provides for regulation of fill of package and package size identification.	Display brown paper package. Ask:	
	In what ways would a package of this type serve the consumer's purpose?	
	What prevents a manufacturer from placing a small item in a large box or putting false weights on a package?	
	Display news articles and common packages involved in disposal problems.	
	Discuss current newspaper and/or magazine articles relating to disposal problems and consumer responsibility.	
	Ask students to evaluate types of packaging related to their study project.	
The terms warranty and guarantee may be used interchangably.	**Pre-Teaching:** Assemble warranty or guarantee statements and/or prepare multiple copies of several statements. Secure two products which carry either a warranty or guarantee. Divide students in pairs and provide each set of students with a warranty or guarantee.	
The term warranty is a written assurance of quality which will specify the manufacturer's responsibility to the buyer in terms of replacement, repair, and servicing.	Transition: Display the products. Direct students attention to each. Refer to each product in turn and explain that one has a one year guarantee and the other has a one year warranty.	
	Ask: Which would you purchase? Why?	
	Record students' responses.	
When warranties are not expressed but merely implied, laws protect the consumers. These areas of protection include: title fitness for purpose fitness for human consumption conformity to description corresponding to a sample merchantability	If responses indicate a lack of understanding of the two terms, explore ways in which students can determine the meaning assigned to the terms	
	Guide students in the examination of product warranties and guaranties. Have students identify the responsibilities the manufacturer will accept.	
	Students may report findings to class.	
In the event of a breach of warranty, the consumer can do one of three things: cancel the contract and refuse to receive the	Have students rewrite warranty or guarantee statements making explicit what the manufacturer will not do for the consumer.	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
goods, or if the merchandise has already been delivered, return it to the seller and demand the return of the purchase price keep the merchandise and sue the seller for damages. claim a deduction from the original purchase price		
Price is infulenced by the following: raw materials labor machines and buildings transportation advertising and promotion consumer expectations and services profits losses	**Pre-Teaching:** Assemble samples of a product sold at different per unit costs. Determine the per unit and/or per serving costs of the items. Order **Consumer Spending Power.** Order **Our Incredible Shrinking Food Dollar.** Write the following statement on the chalkboard: "THE HIGHER THE PRICE THE BETTER THE QUALITY OF AN ITEM' (GOOD OR SERVICE)"	
The chief pricing goal is to obtain maximum profit. The size of a company's profit depends on: the number of units sold the price at which they are sold the cost of producing and selling this number of units	Ask students whether they agree or disagree and why they believe as they do. Show students samples of the same product at different prices. Ask: Why are the prices for the same basic product different? Record responses. Recall cola or juice tasting experience.	
Manufacturers commonly price their products to meet competition when: product differences are minor buyers are aware of market price the seller cannot control the price	Ask: Why were the prices of those products different? What contributes to the price charged? Display poster What's in a Price? and describe the costs identified in each of the major categories.	
A company may lower its price for a particular product to: gain new customers obtain a larger share of the market reduce its inventory obtain greater dealer cooperation	Under what set of circumstances might a firm elect to: charge the same as the competition charge less than the competition charge more than the competition Direct students in identifying the various factors which contribute to the cost of the good or service they are studying.	
"Pricelining", setting different prices for different lines or categories of merchandise, makes	View filmstrip **Our Incredible Shrinking Food Dollar.** OR Check prices for several products students may have bought a year ago. Compare current prices. Has the quality of product improved?	S.M.15

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
it possible for a company to appeal to a wide range of incomes.		
Private consumer protection and concern agencies provide unbiased information regarding a variety of products and services.	**Pre-Teaching:** Secure and display copies of **Consumer Reports** and similar magazines which test and report information relative to products.	
	Order and preview slides **Testing at Consumer Union.**	
The Consumers Union tests and rates thousands of products and publishes its findings in a monthly magazine called **Consumers Report.**	Transition: To aid consumers in making informed choices, several companies have been formed to test and rate products. The income for these companies in derived entirely from the sale of their publications. No advertising is permitted.	
Other similar magazines include: **Consumers Bulletin** published by Consumers Research Inc. and **Changing Times** published by Kiplinger Washington Editors, Inc.	View slides. Show slides **Testing at Consumers Union.** Highlight basic features of independent testing.	
	Have students examine copies of **Consumer Reports, Consumers Bulletin** and **Changing Times.**	
	Students may read an article of interest in one of the magazines and answer the statement "I learned..."	
	Ideas may be shared with the entire class.	
	Pre-Teaching: Review lists of government agencies concerned with consumer protection.	S.M.11
Many governmental agencies are responsible for providing consumer information and protection (local, state and federal).	Transition: How does the government help consumers?	
	Identify federal agencies that function in the interest of consumers.	
	Have students write letters to various consumer agencies to inquire about the function of the agency, how it operates and what it has to offer a student in a consumer education class.	
	Identify recent state legislation related to consumer concerns and discuss.	
	Identify local information and protection agencies.	
Comparative shopping is the gathering of information about a specific product or service through a shopping experience.	**Pre-Teaching:** Make arrangements for a comparative shopping study trip. Assemble 3 items of the same type with information about the item which would be available in the store.	
This information usually includes: specifications of product (size, color, quality of construction, special features, etc.) cost guarantee	Transition: What is comparative shopping? What kinds of things do you generally look for in making comparisons? Record responses. Refer to items. Ask: If a consumer wanted to purchase a product of this type, what are some points of comparison?	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
Some sales people have factual information about product strengths and weaknesses based on personal experiences and/or information provided by the company.	Have students outline information that would be relevant for comparison.	
	What sources of information might be available to the consumer?	
Consumers can evaluate the validity of the information provided by sales people.	Plan to take a field study to a shopping center for students to gather comparative information on their study projects. Students may develop a consumer comparison form appropriate to the item which they are studying which can be used on the study trip to collect information.	
Other consumers may have factual information about a product or service based on personal experience or careful investigation.	Encourage students to shop in several types of stores. (department, specialty, discount.etc.)	
Consumers can consider the accuracy and truth of information provided.	Share shopping experiences in class. Discuss the merit of recommendations of friends, family and salespersons. What are some questions to ask when someone recommends a product?	
Information collected as a result of comparison shopping is used by consumers to identify similarities and differences among products and/or services investigated.		
From this and other sources of information the consumer determines which product or service best meets her/his needs and is consistent with her/his values.	**Pre-Teaching:** Prepare copies of How Do You Choose? Prepare transparency Consider the Consequences.	S.M.14
	Transition: Provide students with copies of How Do You Choose?	
	Share responses to questions and guide students in identifying and clarifying ideas which were influential in guiding their choices.	
	Refer students to item 7. Ask, what consequences might occur because of your choices? Refer to transparency.	
	Identify consequences related to each choice. Consider effects on others, and the environment as well as self.	
	Have students identify consequences of purchasing the item they listed first under number 8. Explain why that item is important. Responses may be written.	
	Pre-Teaching: Secure a copy of **The Lorax** written by Dr. Seuss or contact local library to secure the movie **The Lorax**, tape record reading of **The Lorax** or read it aloud to the class.	
	Transition: Listen to the story of **The Lorax** and think	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
	about this statement "How are consumers like the Lorax?"	
	Following the reading, guide students in identifying similarities and differences between the Lorax and human consumers.	
Rights of consumers include: the right to be informed the right to choose the right to be safe the right to be heard	**Pre-Teaching:** List the rights of the consumer on the chalkboard in 4 columns. Transition: Ask: What would a consumer do if he or she were exercising this right? (refer to a particular right) List student responses under appropriate headings. Encourage students to identify the relationship of selected class activities to the several consumer rights.	
Fear of embarrassment and pessism are factors that can prevent consumers of all ages from taking action.	Explore the right to be heard through the following questions: If a product made you sick or didn't work as directed, what problem faces you? What courses of action are open to you?	
Consumer complaints when properly communicated: may result in money saved for the one who complains provide information with which business and industry can imporve its porducts, service, advertising or packaging provide government agencies with information needed to carry out their responsibilities may result in new legislation to protect consumers	List on the chalkboard. Perhaps all of us have brought items that we have been dissatisfied with, but what have we done about it? Describe a personal experience, then ask students to share experiences they have had or know of. Discuss reasons for reporting or failing to report goods or services which were unsatisfactory. Identify consequences of various actions which may be taken. Identify procedures for expressing satisfaction and dissatisfaction. Invite a manager of a store to discuss examples of returned merchandise and other consumer problems. Ask students to write out questions they would like to have answered, i.e., who absorbs refund costs, etc.	
Individuals who steal are subject to punishment under the law. Individuals who steal establish a record as offenders. Stealing lowers the profit of the store owner. Prices are raised	**Pre-Teaching:** Order and preview **Shoplifting, It's A Steal.** Transition: Unfair practices are not limited to business people. What are some examples of unfair practices performed by consumers? taking a garment home on approval and wearing it damaging a garment while trying it on switching price tags	S.M.15

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
to maintain the profit level.	shoplifting, etc.	
All consumers pay for the cost of stealing.	View filmstrip.	
Stealing is harmful to all persons involved in the situation.	Discuss.	

S. M. 1 CONSUMERS ALL

Directions: In the column on the left write the names of the goods or services which you purchased. In the middle column explain why you chose the item. Column III will be completed during the class activity.

I	II	III

S. M. 2 101 FLAVORS TOO MANY

Read to the class the story, 101 Flavors Too Many (adapted from a story by Jane Goodsell, Curriculum Materials for Integrating Consumer Education in Various Areas of Home Economics: Grand Rapids Workshop, Vocational Education, Michigan Department of Education, 1970).

101 Flavors Too Many

Life had to be simpler in the "Good Old Days." There didn't seem to be so many things to think about. When I got up on a cold winter morning, I didn't have to think of what to fix my family. I'd just stumble into the icy kitchen and put on the oatmeal. Today when I serve breakfast to my grandchildren, I must decide whether to serve cereal, hot or cold, eggs in ten different ways, pancakes, waffles or one of a hundred other choices. If I choose waffles, should I make them from scratch or use frozen? If frozen, do the kids like the round or square shape; do they like plain, buttermilk or blueberry?

Even toast can be a problem! To buy the bread for toast I must face a frightening list of choices. I used to just bake up several loaves of bread with whatever type of flour I could get. Now I find myself peering over the bakery counter staring at all those loaves. Do I want enriched white; whole, sesame seeds; potato bread; buttercrust; sourdough; pumpernickel; Russian, Jewish or Bohemian rye, and will I want it in a small or large loaf, unsliced, thin-sliced, or regular?

Yes, I think life was simpler. Today everything comes in decorator colors. The old days of limited choices had drawbacks too, for I used to wish I could buy a refrigerator that wasn't white or take a bath in a blue tub. So now that my black phone comes in six beautiful colors, I find that this color-coordinated, proportioned, finger-tip controlled, and multiple choice world is just too dazzling for me.

Oh, I know, everyone isn't as confused as I am by all these choices. There are those rare people who walk right up to the counter and order a sugar cone with one scoop of Double-Dutch Chocolate Ripple and one scoop of Marshmallow Coconut Pecan Toffee to go! Well, I ought to be like this child of the century, brisk, decisive, and firm, but it just doesn't work for me. When I was young, I used to struggle every time I had to decide between vanilla, chocolate, and strawberry. Today I'm faced with 101 flavors too many! The last time I went to the ice cream shop, I promised myself I would not panic. I would stay calm and cool; so I entered the shop with determination, the flavors memorized from my previous visit. I repeated over and over in my mind - one half gallon of blueberry, please. That seemed to be easy enough. With an assured smile, I ordered.

The girl behind the counter flashed back, "Blueberry Moon, Blueberry Ripple, or Blueberry Cheese Cake?"

"Uh, - Blueberry Ripple."

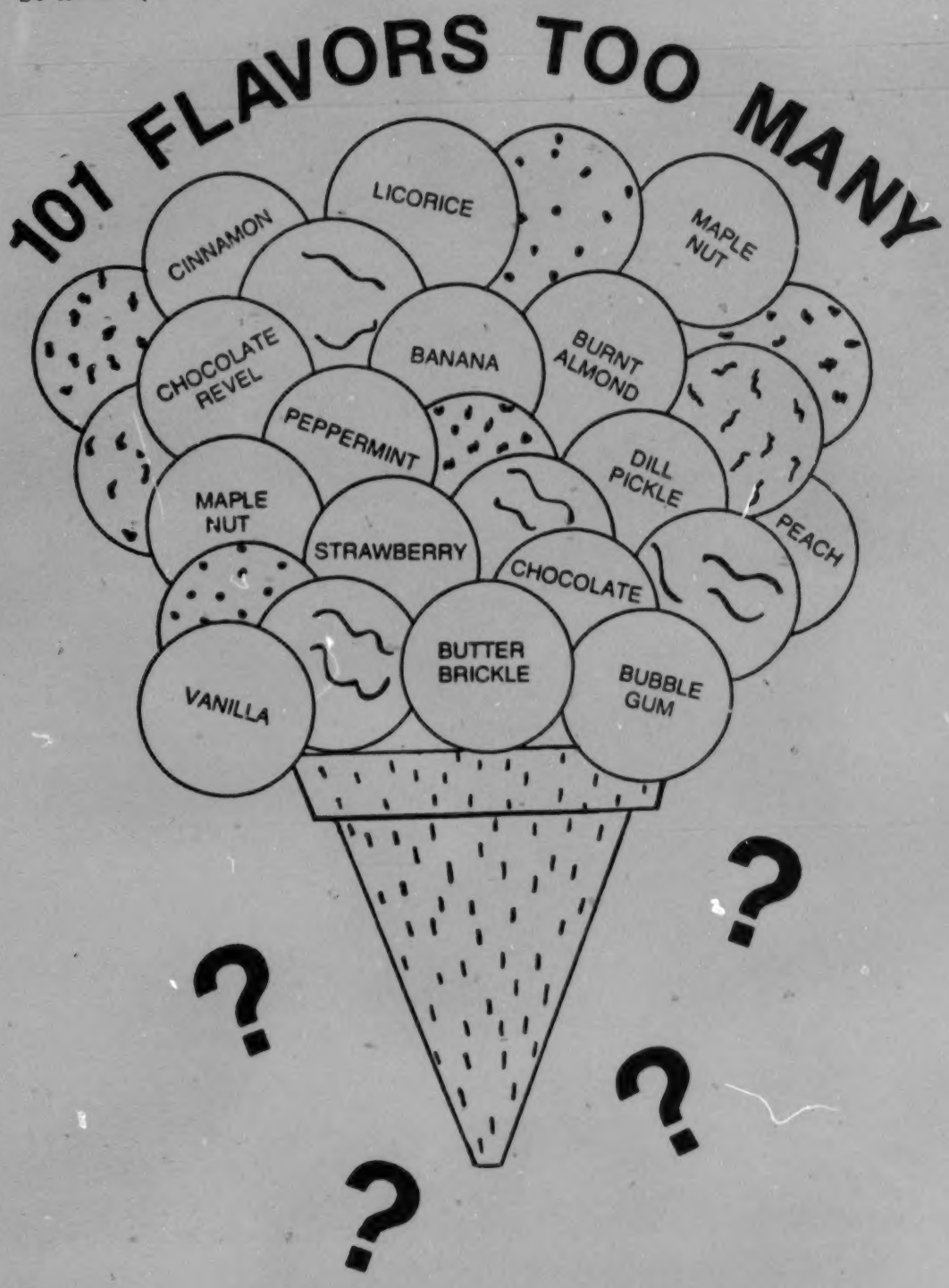
"Ice cream or ice milk?"

I gritted my teeth. "Ice cream."

"Brick or hard-packed?"

S. M. 2 (cont.)

With that last question, the fun of buying the ice cream was lost. My confidence faded, and I nervously walked over to the self-serve freezer, reached in and grabbed the first carton my trembling hands could find. "I'll take this one," I whispered. And that's how I ended up with dill pickle ice.


101 FLAVORS TOO MANY
CINNAMON
LICORICE
MAPLE NUT
CHOCOLATE REVEL
BANANA
BURNT ALMOND
PEPPERMINT
DILL PICKLE
MAPLE NUT
STRAWBERRY
PEACH
CHOCOLATE
VANILLA
BUTTER BRICKLE
BUBBLE GUM
?
?
?
?

S. M. 3 DECISION MAKING TRANSPARENCIES

The transparencies illustrate two types of decision making.

Impulsive decision making - as shown by Goody's on-the-spot decision to buy a hat.

And buying by habit - illustrated by the fact that he purchased a new hat just like his old one.

A) "Wow! The Crazy Daze Sale. I think I'll go and just look around."

B) "Guess I'll stop in here and look around."

C) "Hey, maybe I should buy a hat."

D) "I think this one looks a little small."

E) "Yikes! This one's a little too big."

F) I'll take this one."

G) "Gosh, I wonder if I really needed a new hat."

The transparencies shown illustrate what can happen when someone assigns decision making tasks to another person. However, if the person with the responsibility of decision making has adequate knowledge, a satisfactory decision may result.

Adequate knowledge consists of awareness of:
-needs
-resources
-product/service information
-consequences of choice

View transparencies of another method of decision making.

1) "Should we take ski lessons, Maynard?
"Naw, this is a snap Goody!"

2) "Yikes, H-E-L-P!!"

3) "I think I should have taken ski lessons."

S. M. 3 (cont.)

A

39

S. M. 3 (cont.)

B

S. M. 3 (cont.)

C

S. M. 3 (cont.)

D

S. M. 3 (cont.)

E

S. M. 3 (cont.)

F

S. M. 3 (cont.)

G

S. M. 3 (cont.)

1

S. M. 3 (cont.)

2

S. M. 3 (cont.)

3

S. M. 4 DECISION MAKING - HABIT OR NOT

A While Mary and Judy were shopping, Mary passed the Health and Beauty Aides counter. She remembered that she was out of toothpaste, so she picked up a tube of Gleem, because that's the brand she always used.

A Julie and Lisa were shopping and passed the Health and Beauty Aides counter; Mary picked up a can of Right Guard deodorant.
Lisa said. "That's the kind I always use."
Julie asked, "How does it work?"
Lisa replied, "O.K. I guess, I never tried another brand, guess I'll just stick with this one."

B Janet was shopping for a belt to wear with several outfits. She tried on 6 or 7 which the clerk had indicated were the correct size. Three seemed to fit comfortably. They were natural colors and would look O.K. with the clothing she wanted to wear with them. One was leather and the others were vinyl. Janet decided the leather belt which cost $3.50 would best meet her needs.

B Pat was had noticed that after he shampooed his hair it seemed to get oily after only a day. The shampoo which he used was a popular brand. Pat had seen advertisements for other brands of shampoo, one had said he could get his money back if not satisfied. He considered the idea of changing but decided to continue to use the usual brand.

B Terry needed new jeans. His friends all wore "Levis", so he also bought Levis.

A Mrs. Clark was grocery shopping after work before going home. She quickly picked up a half gallon of 2% milk, a loaf of bread, a dozen eggs and a box of laundry soap. She was checked out and on her way home in 10 minutes. Jim Clark unpacked and put the groceries away while his mother returned a phone call. Jim thought as he unpacked the items, Mom always buys the same brands of food.

S. M. 5 CONSUMER STUDY PROJECT

The consumer study project may be used as a vehicle to which the other learnings in the unit can be related.

The activities listed below would be completed by the students following the completion of complementary in class instruction under the direction of the teacher.

1. A student would select an item which he/she, a member of their family or a consumer client is interested in purchasing. A consumer client might be any individual in the school or community who is interested in purchasing an item. The item will be studied by the student and information about it prepared for the client.

2. The student would complete a series of consumer inquiry activities which will prepare them or their client for making a decision regarding the purchase of the item.

   Major activities to be included in the study are:
   - Identification of something which is wanted (S.M. 6)
   - Identification of general characteristics and qualities desired
   - Collecting information to use in decision making (S.M. 8)
   - Complete comparison shopping activity
   - Identification of consequences of various alternative solutions (S.M. 15)

3. The student would submit all information collected to the person for whom they were doing the study.

S. M. 6 SOMETHING I THINK I WANT TO BUY

Specifically what qualities do I want from this item or service to provide

Why do I want this?

Something I think I want to buy

If I don't purchase this what will happen?

What do I expect this to do for me?

What could I use in place of this if I can not obtain this?

S. M. 7 WHERE DO YOU GET INFORMATION?

Think about the last three items you purchased. For example a record, grooming aid, gasoline, clothing, etc.

Write the names of the items at the top of the columns on the right.

Using the list on the left place a check (X) under the item to indicate sources that influenced your decision.

Sources of information that influenced your decision	Item	Item	Item
Newspaper			
Magazine			
Label			
Store display			
Hang tag			
Price tag			
Billboard			
Radio broadcast			
T.V.			
Free sample or trial offer			
Past experience			
Close friend			
Parent			
Someone's advice			
Salesperson			
Teacher or educator			
Government publication			
Consumer publication			

Which source of information did you use most often?

Which people did you use as a source of information?

What source don't you use for information?

S. M. 8 GETTING INFORMATION FOR DECISION MAKING

1. List the information you have about the item to be purchased.

2. What further information do you need to make a decision?

3. Examine the various types of information which you have collected. List statements you would consider descriptive. Circle statements which you believe are persuasive.

S. M. 9 GETTING INFORMATION FOR DECISION MAKING: RATING OF GOVERNMENTAL OR PRIVATE CONSUMER AGENCY

Sources Examined: List giving name and date of publication.

Examine the consumer publications for articles or ratings on the items you have chosen for the consumer project.

Read carefully the information you find about the product. Summarize the new ideas in writing.

S. M. 10 BRAND NAMES AND "IMAGES"

1. _____ the finest in eye make-up, yet sensibly priced.
2. Only your dentist can give you a better fluoride treatment (than) _____.
3. _____ are Mmm Mmm good!
4. Get the _____ look. . . virtually spotless.
5. Hi there. I'm the beautiful _____ girl.
6. You get a lot to like in _____.
7. _____ It's the real thing.
8. You've come a long way baby _____.
9. _____ is the next best thing to being there.
10. The Un-cola _____.
11.
12.
13.
14.
15.
16.
17.
18.
19.
20.

Key

1. Maybelline 2. Colgate 3. Campbells soups 4. Cascade 5. Breck
6. Marlboro 7. Coca Cola 8. Virginia Slims 9. Long distance 10. 7 Up

S. M. 10 NOTES TO THE TEACHER - COLA SAMPLING

Objective: The activity is to alert students to the function of brand names and brand images as a form of persuasive information.

Before Class: If class is large it is suggested that a testing panel be selected for this experience. The panel might consist of 4-6 students.

Assemble three different brands of cola beverage. (R.C., Coca Cola and Pepsi Cola.) Each student will need approximately 3/4 ounce for each sampling. Record cost for use later in the unit.

Assemble 7 small paper cups for each member of the testing panel.

Assemble slips of paper on which the testers may record their decision after each sampling of the beverage.

Label the paper cups A, B, C, D, E, F.

Fill all A cups with the same beverage out of sight of students. For your information and later use, record which beverage is being sampled in A, B, etc.

Give sample A to each student, ask them to taste it and record the brand name. This should be a secret ballot and no talking should occur.

Direct students to take a small drink of water and sample B and record the brand name.

Repeat procedure until all 6 samples have been completed. (This will mean that each beverage will have been tasted twice.)

Summarize students' test results on chalkboard and discuss findings with students. Retain a copy of information for reference later in the unit when cost is discussed.

Form for Summary Chart:

	Sample Tested					
Student 1	A	B	C	D	E	F
Student 2						

S. M. 11 HOW DOES THE GOVERNMENT HELP CONSUMERS?

Federal Agencies that Function in the Interest of Consumers

1. The Food and Drug Administration

The Food and Drug Administration is an agency that is part of the Department of Health, Education and Welfare. It was established as described above, in 1906, when the Pure Food and Drug Act was passed. Its scope has been expanded in subsequent years to include cosmetics, household products and all poisons. It is a scientific regulatory agency charged with enforcement of the Federal Food, Drug, and Cosmetic Act (1938) and five complementary laws passed by Congress for the protection of consumers. This agency operates in cooperation with other federal agencies such as the Public Health Service, The Bureau of Narcotics, the Post Office Department and the Federal Trade Commission.

2. The Federal Trade Commission

The Federal Trade Commission was established in 1914 in order to eliminate "unfair or deceptive acts or practices in commerce" which curtailed competition. In 1938, the Wheeler Lea Act extended the Commission's jurisdiction to all unfair or deceptive practices whether they curtailed competition or not. This, in effect, gave the Federal Trade Commission the responsibility for protecting consumers against false advertising. This agency has enforcement powers which enable it to be effective. These days many manufacturers are anxious to check with this agency in order to find out whether they are in danger of breaking the law. Such advice often results in great savings to both business firms and the Government.

3. The Department of Commerce

This department has given valuable assistance to both business and consumers since 1903. The major agencies of the department are:

The Census Bureau
The National Bureau of Standards
The Patent Office
The Bureau of International Business Operations
The Weather Bureau
The Coast and Geodetic Survey
The Federal Maritime Board
The Maritime Administration

4. The Department of Labor

The Department of Labor was first established in 1903 as part of the Commerce Department. Ten years later it became a separate department. Its jurisdiction covers wages and hours, labor standards, labor management relations and labor statistics. The Bureau of Labor Statistics is one of the best known divisions of the Department of Labor because of its famous Consumer Price Index, the yardstick of changes in the dollar's purchasing power. This Bureau also does important work in the area of surveys of employment trends and studies of commodity prices.

5. The Department of Agriculture

First established in 1862, the Department of Agriculture became a Cabinet department in 1889. Its prime functions relate to agriculture, but all consumers are served in a number of ways. First in importance is the service rendered by the Meat Inspection Division of the Agricultural Research Service. Food animals are examined prior to slaughter to prevent diseased meats from reaching the market. After slaughtering, each carcass is again examined. Any unsound, diseased or otherwise unwholesome meat and meat food products are destroyed at once. Along with the above, this division supervises the preparation of meat and meat food products to make sure that products are clean and wholesome and free of harmful preservatives. Approved products are marked "U.S. Inspected and Passed." Meat products offered for importation are also subject to inspection.

11. The Department of the Interior

The Department of the Interior is the custodian of the nation's vast natural wealth. Its jurisdiction extends to 750 million acres within the States and to islands which are possessions of the United States. Since this Department manages public lands and hydroelectric power systems, strives to increase and maintain mine safety, protects fish and wildlife and maintains national parks for use by the public, it is evident that the work of the Department directly or indirectly affects all citizens. One service of paramount importance to all consumers is the inspection and grading of fish. This service makes certain that fish offered for sale to the public is wholesome, clean and fit for eating. Always be on the alert for Department of the Interior's grading and inspection stamp.

12. The Interstate Commerce Commission

The Interstate Commerce Commission regulates all forms of transportation except air. It sets rates that are considered to be fair to both the users of transportation services and the transportation companies and enforces the maintenance of all safety systems.

13. The Federal Communications Commission

This agency oversees all telephone, telegraph and cable services to make sure that service is adequate and that rates are fair. Radio and television transmission systems also fall within the Commission's jurisdiction. Licenses are issued, and wave lengths and operating schedules are assigned to assure equitable distribution of programs in the various areas of the country.

14. The Federal Power Commission

This Commission has the important task of carrying out federal regulations relating to hydroelectric power and natural gas. It regulates wholesale rates for power and fuel and authorized required construction of hydroelectric power facilities.

15. The National Labor Relations Board

The National Relations Board has a twofold purpose - it conducts elections among industry employees to determine which union will represent the workers as their collective bargaining agent, and it protects both employees and employers against each other's unfair labor practices.

Local Protection for the Consumer

Local governments like those on the state level are constantly on the alert to make sure that foods processed and sold within the community are safe for the public. In addition, they inspect weighing devices, commercial food establishments, multiple apartment dwellings, and render many services that in some way or other benefit every citizen in the community. Every locality whether it is a large city or a small town has a police and a fire department. Moreover, every local government is responsible for maintenance of streets, sidewalks, and highways as well as collection of garbage and sewage disposal. Thus all the citizens become the recipients of benefits from such services.

6. The Post Office Department

The Postal Fraud Statutes, require the Postmaster General to prevent the Postal Establishment from being used in furtherance of schemes to defraud the public. The passage in 1872 of the Criminal Statute marked the first official recognition by Congress of the need for consumer protection. Prior to this, the victim who was robbed by mail had little recourse. State prosecutors were without jurisdiction over swindlers from outside their state borders, and extradition procedures were costly and time consuming. The American public is bilked of over $100 million dollars a year through mail fraud. The scope and variety of fraudulent schemes have progressed from obvious quick profit gimmicks to complex multi-million dollar promotions not easily recognized by the average citizen.

7. The Social Security Administration

The Social Security Administration was created in 1945 and is one of the principal agencies within the Department of Health, Education and Welfare. This agency administers the Old Age, Survivors, Disability and Health Insurance Plan, designed to provide a minimum income for all citizens covered by the program upon retirement or permanent disablement. The plan was never intended to be a pension, contrary to popular belief. The purpose of the plan was, on the other hand, to eliminate hardship to the aged, survivors and dependents. It sought to provide a long range solution for those problems which, during the depression period of 1929-1940, required governmental expenditures of billions of dollars for temporary relief. The program is financed by taxes levied against employers and employees. In July of 1966, this agency began administering the Medicare program, which is discussed in detail in section 11.

8. The Public Health Service

This agency was created in 1798 and is not part of the Department of Health, Education and Welfare. All health activities of the government are centered in this agency. It operates hospitals and also conducts research under the National Institutes of Health - Cancer, Heart, Dental Research, Mental Health, Neurological Diseases and Blindness, Arthritis and Metabolic Diseases and Allergy and Infectious Diseases.

9. The Securities and Exchange Commission

Following the stock market collapse of 1929 much attention was drawn to the billions of dollars lost by investors who unsuspectingly had purchased fraudalent stocks. The SEC gathers comprehensive information about all listed securities so that the investor can make an accurate judgement before he buys a stock. Instead of the buyer assuming all risk, the work of the SEC has gone far toward making the security dealers and companies issuing new stock aware of their responsibilities to the investing public. The law makes it a criminal act to sell or offer to sell to the public any security that has not been registered with the SEC.

10. The Department of Justice

The Department of Justice is headed by the Attorney General and gives legal advice to the President. It also represents the United States Government in the courts. The Antitrust Division is responsible for prosecuting violations which endanger fair and complete competition.

S. M. 12 HOW DO YOU CHOOSE?

Read each question and circle your answer. There are no right or wrong answers.

1. When you buy a new article of clothing, you worry that:
   a. It may soon go out of fashion.
   b. Friends will dislike it.
   c. Friends will buy identical items.
   d. It will need frequent laundering or cleaning.

2. When choosing breakfast cereal, you care most about its:
   a. taste
   b. nutritional value
   c. price
   d. brand name
   e. convenience of preparation

3. When shopping for ice cream, the most important thing to look for is its:
   a. taste
   b. lack of artificial ingredients
   c. brand name
   d. price

4. When shopping for toothpaste, you look for:
   a. a brand advertised as a whitener.
   b. a brand advertised as a cavity-fighter.
   c. an inexpensive store brand.
   d. a brand advertised as nonabrasive.
   e. a brand whose taste you prefer.

5. When shopping for a pair of skis you would care most about:
   a. safety features
   b. color of the skis
   c. buying a well-known brand
   d. buying a pair like your friends

6. When buying a magazine your first choice would be a:
   a. hobby magazine
   b. sports magazine
   c. fashion magazine
   d. nature magazine
   e. news magazine

7. When you buy a carbonated beverage, you usually choose
   a. a canned beverage
   b. a no return bottle
   c. a deposit and return bottle

8. If you had $5.00 you would spend it on: List in order of preference.
   a. _____
   b. _____
   c. _____
   d. _____
   e. _____ _____

S. M. 13 SELECTED LIST OF CONSUMER EDUCATION RESOURCES

Prepared by Mamie Hardy, Curriculum Consultant, Changing Times Education Service, 1729 H St., N.W., Washington, D. C. 20006. Spring 1973.

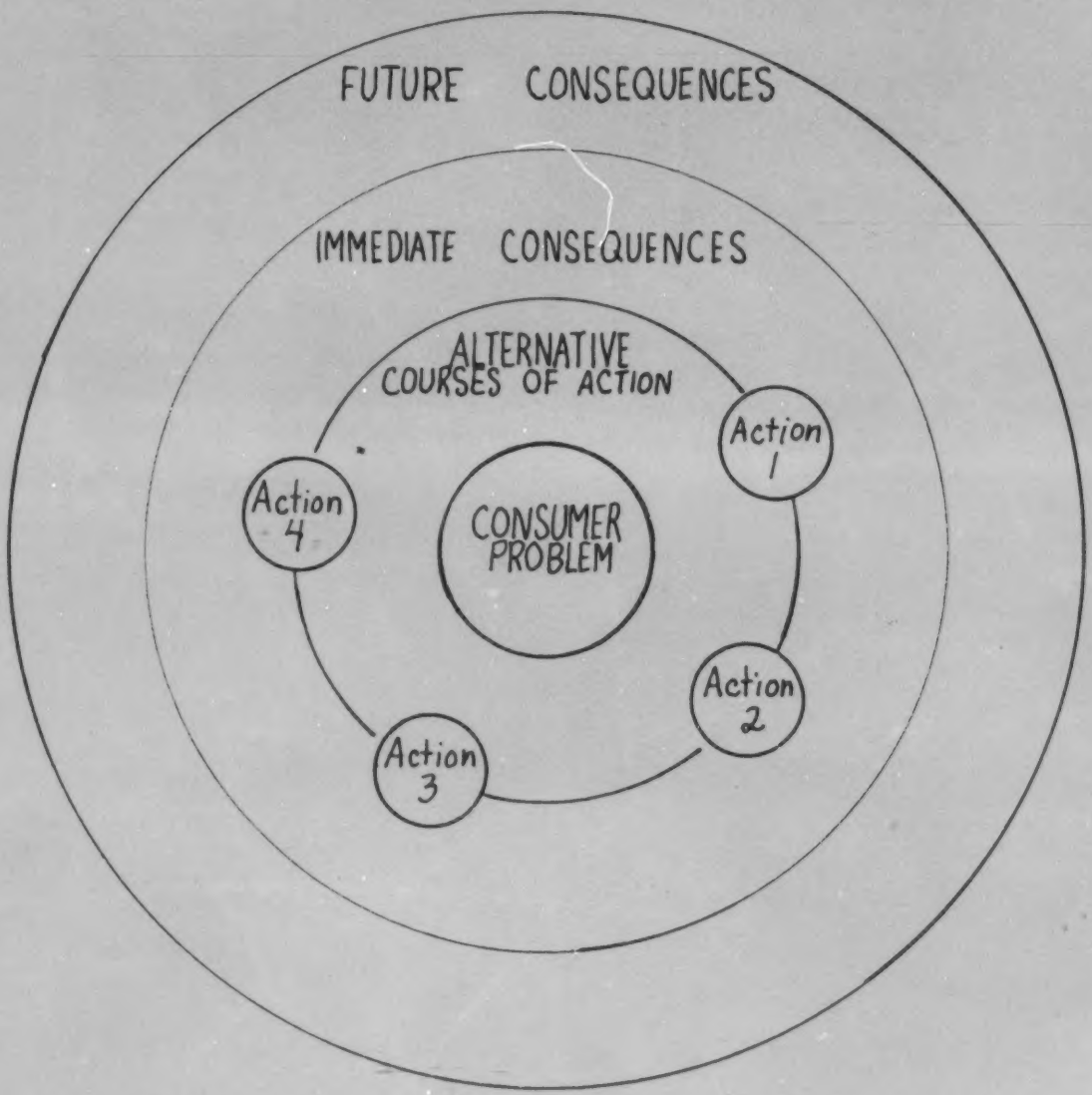
American Council on Consumer Interests 238 Stanley Hall University of Missouri Columbia, MO 65201	Non-profit, tax-exempt organization serving the professional consumer educator through ACCI NEWSLETTER, CONSUMER EDUCATION FORUM, JOURNAL OF CONSUMER AFFAIRS and annual conference. Dues $10 annually.
Consumer Product Safety Commission Office of Information 5401 Westbard Avenue Bethesda, Maryland 20016	Provides list of publications relating to consumer product safety.
Council of Better Business Bureaus Consumer Education Division 845 Third Avenue New York, New York 10022	Provides list of films and other educational materials, including price list.
Department of Health, Education and Welfare Office of Consumer Affairs Washington, D. C. 20506	Provides publications published by that office, including consumer education curriculum guides. Publishes monthly CONSUMER NEWS newsletter. (See Superintendent of Documents.)
Federal Trade Commission Bureau of Consumer Protection Washington, D. C. 20580	Publishes monthly CONSUMER ALERT newsletter.
Food and Drug Administration Consumer Services 5600 Fishers Lane Rockville, Maryland 20852	Provide lists of regional offices, list of consumer specialists, fact sheets and other information relating to food, drugs and cosmetics. Publishes monthly FDA CONSUMER (see Superintendent of Documents).
National Assn. of Secondary School Principals Dulles International Airport P.O. Box 17430 Washington, D. C. 20041	Publishes THE CONSUMER EDUCATOR newsletter, monthly September-June. $2.00 annually. School principals receive the newsletter if members of NASSP
U. S. Department of Agriculture Office of Communications Washington, D. C. 20250	Write for HOW TO BUY FOOD - LESSON AIDS FOR TEACHERS, AH # 443 (includes listing of all How to Buy publications.)

S. M. 13 (cont.)

U. S. Postal Service Consumer Affairs 1200 Pennsylvania Ave., N. W. Washington, D. C. 20260	Provides leaflets on mail fraud and Consumer Guide to the Postal Service. Also available at local Post Offices.
Consumer Product Information Coordinating Center GSA Building, 18th and F Sts., N. W. Washington, D. C. 20407	Provides periodic listing of consumer government publications. List is also available at federal government regional offices.
Chamber of Commerce of the U. S. Consumer Affairs Committee 1615 H St., N. W. Washington, D. C. 20006	Provides list of publications relating to business-consumer relations.

S. M. 14 ACTIONS AND CONSEQUENCES

Taken from Consumer Education Curriculum Modules A Sprial-Process Approach: IV Action Process. Patricia D. Murphy. Superintendent of Documents. U. S. Government Printing Office. 1974.



S. M. 15

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Books:

Brown, Majorie, and Sharon Strom. Curriculum Materials in Consumer Education. Volume I., Vocational Division, Department of Education, State of Minnesota, St. Paul, MN, 1975.

Mayner, E. S. Decision Making for Consumers. New York: Canfield Press (Harper and Row), 1975.

Murphy, Patricia D. and others. Consumer Education Curricular Modules. A Spiral-Process Approach. Superinetndent of Documents, U. S. Government Printing Office, Washington, D. C. 1974.

Schoenfeld, D. and A. Nateller. The Consumer and His Dollars. Dobbs Terry, N. Y. Oceaner, 1966.

Consumer Education Bibliography. Superintendent of Documents, Government Printing Office, Washington, D. C., 20402.

Pamphlets:

"Understanding Advertising." J. C. Penney's Educational Relations, 1301 Avenue of the Americas, New York, NY, 10019.

Visuals:

Ready, Set, Decide. (Slide tape set) J. C. Penny's Educational Relations, 1301 Avenue of the Americas, New York, NY, 10019.

Testing at Consumers Research. ($5.00 rental) Consumers Research, Inc., Washington, New Jersey 07882.

Our Incredible Shrinking Food Dollar.
Shoplifting - It's A Steal. General Mills, Dept. 360, 400 Second Avenue South, Minneapolis, MN 55440.

UNIT TITLE: *DEALING WITH DOLLARS*

UNIT FOCUS: The unit introduces students to the functions of money in meeting needs and wants of individuals. Experiences in the unit provide opportunities to develop understanding of such concepts as goals, values and resources as they relate to money management behavior. Sources of money income and practices which increase purchasing power or extend money income are among the concepts presented which enable the student to examine her/his own money management practices.

RATIONALE: Teenagers' earning power probably begins at about age thirteen or fourteen. Young people are beginning to develop beliefs about the role of money in their lives as well as practices regarding the use of money. An understanding of the functions of money in the economic system and its' potential as a resource in satisfying needs of individuals can assist young people as they begin to develop money management practices. The concepts which are introduced in the unit have potential usefulness for individuals throughout their life span.

INSTRUCTIONAL OBJECTIVES:

Knowledge of the roles of consumers and producers in the economic system
Comprehension of the concepts of limited resources and unlimited wants
Comprehension of the interrelationship of values, goals and resources in money management behavior
Knowledge of the sources of money income
Knowledge of factors which influence worker employability and earning power
Comprehension of factors which affect purchasing power
Knowledge of practices which extend money income
Knowledge of the concept of savings
Awareness of the value of savings
Willingness to examine values, goals and resources in regard to money management behavior
Knowledge of the characteristics of various methods of payment
Willingness to identify advantages and disadvantages of various methods of payment

EDUCATIONAL BACKGROUND: None. Level II.

SUGGESTED TIME: 2-3 weeks

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
	Pre-Teaching: Reproduce Dealing With Dollars Profile.	S.M.1
	Overview unit with the students indicating the basic areas of study and introduce the survey as a means of determining interests and needs of students.	
	Present copies of Dealing With Dollars Profile to students and clarify directions.	
	Groups of students can summarize the information and results can be shared with class on chalkboard or overhead. A group of students might be assigned to each of the sections of the survey.	
People have a variety of needs and wants which they try to satisfy or meet through different activities.	Transition: What is the average amount of money available to individuals in this class?	
	What is the range from highest amount to lowest amount?	
Some of the activities involve obtaining goods and services which will meet needs and wants through the exchange of money for the goods or services.	What items (goods and services) are purchased by class members? What items account for the largest expenditure of money?	
	Could you live without these items? Why are they purchased?	
	What do you think the term "dealing with dollars" means?	
	Accept student answers and help them to relate it to the statements in the conceptual content.	
	Pre-Teaching: Refer to the summary of the profile to determine the categories in which individuals spend money. Select one or more categories and use a specific item from that category to illustrate the role of producer in providing goods and services.	
	i.e., Category-Sports Specific-Tennis Racket Food Popcorn	
The person who seeks goods and services is called a consumer.	Transition: Let us take a closer look at the people and activities involved when we attempt to obtain goods and/or services to meet needs. Use a specific that students frequently purchase.	
The person or persons who supplies the goods and services is a producer. (includes distribution.)	Let's assume that you are hungry for some potato chips. You have 25 cents and so are about to buy some at the corner store.	
Consumer gets and services from producers in exchange for something which is of value or worth to the producer.	What activities probably took place to make it possible for that bag of potato chips to be available to purchase.	
Things of value or worth which can be used to obtain goods and services are called resources.	i.e., the grower bought seeds, planted them, cultivated the plants and harvested the potatoes. The potatoes were sold to the company for processing into chips.	
	What roles did the various people take in getting the	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
The major kind of resources which have exchange value are money, other goods, and other services.	goods or service to you? Why is the potato grower willing to sell the potatoes? Are they ever unwilling? Why? Continue to identify people and activities involved in the production and exchange of goods and services. Introduce the terms producer and consumer. Ask: Have you ever been a producer who exchanged a good or service that you owned for money? Have you ever exchanged a service for other things of value? i.e., child care services for money, washing the dishes for repair of shoes, mowing the lawn for a chance to go camping. As students respond, the teacher may need to help clarify statements regarding meaning of consumers, producers, resources and exchange. **Pre-Teaching:** Secure a copy of the short story "Mama and Her Bank Account". Divide students into small groups of 4-5 students. Provide a sheet of paper on which responses to questions may be recorded. Transition: Read the first section of the story which describes the members of the household and introduces Mama's bank account. Ask: What are the wants of the family? What are the resources of the family?	
The kinds and amounts of resources which a family or individual has is usually limited. The wants and needs of an individual or family are usually unlimited. When individuals and/or families experience the situation of unlimited wants and limited resources, choice making or priority setting among wants usually occurs.	As students respond, list the responses on the chalkboard. Ask: What relationship appears to be present between wants and resources? Do the wants and resources equal? Continue: As you listen to the next section of the story, identify the wants and resources.	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
Goals are identified. A goal is something toward which the individual or family is willing to strive and assign resources.	Read the next section of the story which deals with Nels and his problem.	
	Do not read the solution to the problem.	
When individuals and/or families experience the situation of unlimited wants and limited resources, the availability of resources and alternative use of resources is examined.	Ask:	
	What relationships appear to exist between the wants and resources of the family?	
	What goal did the family choose?	
The consequences or possible results for a particular course of action are examined.	With the goal in mind, what courses of action could the family or Nels take to get resources (money) to meet the goal?	
Choice making among alternative courses of action usually follows, or the tentative goal may be re- evaluated and different goal identified.	Encourage students to list all possible alternatives and the consequences. Record responses on chalkboard.	
	i.e., **Ways to Increase Resources (money)** — **Consequences** Nels will work part-time — some additional money	
Values are ideas about what is good, worthwhile or desireable.	When alternatives and consequences have been listed, ask:	
	What would you choose to do in this situation? Why?	
Values are stable and tend to remain the same for an individual over a period of time.	Students may write responses.	
	Read the remainder of the excerpt from the story which describes alternatives used by the family and consequences.	
Each individual develops her or his own values (ideas about what is important) based on the experiences.	Ask:	
	In your own words can you describe how the family acted when faced with a situation of limited resources and unlimited wants?	
Values held by an individual or family influence the choices one makes in regard to: goals toward which one works use of resources to meet goals	Transition: If students appear to be unfamiliar with the story, read it again before discussing the following questions:	
	Why did the family choose to deal with their dollars in the way they did?	
	What seemed to be important to the family in this story?	
	How can you tell what was important to the family? What did they say and do?	
	Would every family make a similar choice?	
	Why?	
	Introduce the term values.	
	What choice did you make? Why?	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
	What was important to you?	
	Pre-Teaching: Prepare transparency and student copies of the Value Shield.	Becoming A Person, S.M.17
	Transition: Values seem to play a major role in choice making in terms of goals and use of resources to achieve goals. The next experience will give you a chance to think about your values.	
	Distribute copy of Value Shield to each student. Illustrate and explain how the Value Shield could express one's values.	
	When activity is completed students may share responses.	
	Explore the following questions at the time of sharing:	
	Do values differ for individuals?	
	Why might they differ?	
	Do you share some values with other people?	
	Can you recall a value that you once thought was important and no longer believe is so important?	
	How do the things which are important to you relate to having or handling money?	
	(Students' work may be displayed when completed.)	
	Pre-Teaching: Secure biographical information about well-known female and male presonalities to use as illustration of goals and sub—goals or interview a member of the community regarding her/his goals.	
	Pre-Teaching: Prepare transparencies.	S.M.2
	Transition: Each of us has had a chance to think about ideas that are really important to us. These ideas help us to choose goals which we want to accomplish.	
Goals are ideas which represent what individuals want or desire to accomplish.	Direct students' attention to the transparency. Explain and illustrate the meaning of the several types of goals.	
A goal is something toward which individuals are willing to work or have been willing to work.	Refer to the story "Mama and Her Bank Account" for illustrations of types of goals and consequences.	S.M.3
	Students may identify personal goals which illustrate each of the types.	
Long term goals refer to those conditions or things which are likely to require long term effort to accomplish.	Cartoons or comic strips may be viewed and the goals of the characters identified.	
	Transition: Goals are part of everyone's life. As part of our class activity, complete the following assignment.	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
Short term goals refer to those conditions or things which are likely to be accomplished within a short period of time.	Write several paragraphs which describe a goal that is important to you.	
Goals which are related to each other and contribute to the achievement of other goals are referred to as sub-goals.	Identify the steps which you will need to take to reach the goal. Are there sub-goals? How is your value shield related to the goals you have identified? Students may turn in their essays. Feedback can be provided regarding the clarity of the goal identification and relationship to the value shield.	
Money income comes to individuals from a variety of sources which have a common characteristic: parents employer friends relatives bank government	**Pre-Teaching:** Prepare copies of Aesop's Fable, "The Rooster and the Jewel or a Cool Dude." Transition: Return essays related to goals and plans for achievement. Explain the meaning of the term resource. Circle the resources you planned to use to achieve the goal you described in the essay. What resources were you planning to use?	
All these sources have money which they are willing to give to other individuals under certain conditions. Money is generally received in exchange for the individual meeting certain requirements or conditions:	Some goals that were identified require the use of money to achieve or reach the goal. Let's think about the place of money in reaching goals. Listen to this tale of A Rooster and a Valuable Jewel. Read the story with the students. Ask:	

Requirement	Type of Money	Source
Does some work	Earnings	Employer
Is son or daughter	Allowance	Parent
Is a friend or relative	Gift	Friend, relative
Is an investor in U.S.A.	Bond-Interest	Government
Lets an institution "use" her/his money	Interest	Bank

As a resource, money is useful	What was the rooster's goal? What resources did he find? Money income is the total amount of dollars at an individual's disposal. How does an individual usually obtain money? Under what conditions is someone willing to give another person money? As students respond, record ideas in chart form on chalkboard or other visuals. Was the resource valuable? Was the resource useful? What does this story have to do with money and goal accomplishment? Divide students into groups of 3-4 and have each group complete one of the following tasks and share ideas with the class.	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
or of value in reaching some goals but not all goals. As a resource, money is useful or of value only to the degree or extent that it can help achieve particular goals. If money has no exchange value, it is of no worth. If no one has a use for it or wants it, money is valueless. Will repay money + interest for use Loan Bank Demonstrates certain need Welfare Government Money income is a limited resource.	Make up a story in which relatively inexpensive, low dollar value products (yo-yo's, safety pins, haircuts) have great value. Make up a story in which expensive items (cars, motorboats, TV sets) are worthless. Since money is a chief medium of exchange, write an interpretation of the two statements that follow: money isn't everything, but it sure helps money is the root of all evil Share written assignments in class the next day. The song "The Best Things in Life Are Free" may be played following students reports. Discuss students opinions regarding the ideas expressed in the song and reasons for opinions. Transition: Write the phrase "DEALING WITH DOLLARS MEANS" on the chalkboard and have students complete the statement. Return students' statements of goals and sub-goals. Ask: In what ways is money related to your goals? Share responses and summarize major ideas.	
Money income can be increased by becoming able to meet requirements which have more dollar worth; or by being able to meet a greater number of requirements. Increasing money income is one way to meet more goals or meet goals to a greater extent.	**Pre-Teaching:** Prepare copies of Twenty Things I Like to Do. Direct students in completing Twenty Things I Like to Do. Share responses. Ask: How is money related to the things you like to do? Direct students' attention to the chart illustrating sources of money income. Ask: What are some ways in which individuals increase their money income? Why do individuals often seek to increase their money income? Continue: As a young person, what sources of money income do you have? How can young people increase their money income? List part-time jobs that are available to 13-14 year olds. Select several which many class members have experienced. Explore the following questions with the students. What kinds of things help you become employable?	S.M.4

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
	(ambition, opportunity, skills, personal characteristics) What kinds of things might make you unemployable? (home responsibilities, parent objections, lack of skill, irresponsibility, lack of opportunity, and ambition) What factors do you need to consider before taking a part-time job. (time available, transportation, need, effect of work on the teenager and his family satisfaction) What beisdes money might you gain from having a part-time job at 13-14? (experience, learning to manage resources such as time or money, learning to be responsible and to meet other employer requirements)	
Earning power is affected by personal traits, education, training and experience. Certain types of work require specialized education or training. Many people invest in additional education because it may result in a better paying or more satisfying type of work.	**Pre-Teaching**: Review data collection forms and interview form in the mini unit What Do People Do All Day. Assemble halp wanted sections from local and regional newspapers. Arrange for one or preferably two field trips to local establishments to learn about entry level jobs and other jobs. Ask the manager to explain requirements and expectations for various jobs in his business. To be followed by discussion of various jobs observed; their requirements and rewards. OR Arrange for a manager-employer to visit the class and discuss similar questions. Selected students may interview employer and report findings. Transition: Distribute newspapers. Ask students to study the Help Wanted ads keeping the following questions in mind: What kinds of jobs are available? Do any of the ads list experience or education requirements? What other benefits besides money do any of the ads describe? Discuss: What kinds of jobs could you get if you leave school at 16? How much would you earn? (If by the hour, help students figure an annual wage.) What salary and position could you work up to? Can you think of some types of work where the satisfaction of the work itself might be more important to the person than the income it produces? (Could be any job. Particular ones might include being an artist, writer, clergyman, Peace Corp worker, waitress, foreman.) What other kinds of "good" might occur because of having a particular kind of occupation (good hours, pleasant work, doing what you enjoy, fringe benefits, etc.).	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
	Carry out study trip or interview of employer-manager.	
	Refer to previous questions as a means of encouraging students to summarize ideas.	
	Suggest that students write a work wanted advertisement for themselves.	
One of the sources of money income for teenage family members is an allowance.	**Pre-Teaching:** Refer to Dealing With Dollars profile to determine extent to which allowances are used as a source of income.	
An allowance is a fixed and regular amount of money provided from family income for an individual.	Prepare copies of Dealing With Dollars: The Allowance.	S.M.5
A person's share in family income depends on total income available, the size of the family, ages of the children, and the relative importance of the various needs of individuals.	Transition: Refer to a number of students who receive allowances and the range in amount. Explain the meaning of the term allowance.	
	The amount of allowance which individuals in the class receive varies.	
	What factors might influence whether an individual had an allowance of 50 cents or $5.00 per week?	
	Brainstorm ideas and record on chalkboard.	
The amount of money which is provided as an allowance may be cooperatively determined by parents and children.	How might the following factors or conditions affect the families decision regarding allowances? brothers & sisters are of preschool age have a brother or sister in college are an only child one of five children at home your working parent is on strike family car wrecked	
An allowance offers the receiver an opportunity to practice money management.	Divide class into small groups which will represent a family.	
	Identify parents or adults in the family and children.	
	Provide each family group with a copy of Dealing With Dollars: The Allowance.	
	Familiarize students with directions for Dealing With Dollars: The Allowance.	
	Each family group may report their discussion and response to the situation.	
Purchasing power is the ability to use the money you have to get the maximum amount of goods and services for the dollar spent. If purchasing power is increased, we are more likely to reach more goals.	**Pre-Teaching:** Prepare copies of Case Studies: Purchasing Power.	S.M.6
	Transition: Write "PURCHASING POWER" on chalkboard.	
	Ask: What do these words mean?	
	Explore the meaning of the words.	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
Our purchasing power would be affected by whether we plan our use of money or spend it impulsively. **Planned** use of money involves: identification of goals (goods & services which have potential for satisfying wants) acquiring information about goods & services (qualities desired) identifying goods and services which possess desired qualities selecting goods or services based on qualities desired and money available **Impulsive** or irrational use of money involves: omission of one or more of the phases in planned use inadequate or faulty attention to one or more of the phases in planned use. Impulsive use of money often results in need to spend more money to obtain the desired goods or services (satisfy wants) or the purchase of goods and services which are less than the desired quality. Planned use of money is more likely to result in expenditure of less money to obtain desired goods & services (satisfy wants), goods and services which meet desired quality standard, and extra money which can be used by the owner for other purpose. Other ways of increasing purchasing power include: using less (turning off lights, etc.) not wasting (beginning a project, becoming disgusted and throwing it away) taking care of items (clothing care, appliance care)	Give students copies of Case Studies: Purchasing Power. Have them read the situations and answer the following questions: How is money a part of the situation? How do the individuals handle their money? What effect does their behavior have on accomplishing goals? How is purchasing power affected? What tasks do family members perform which substitute for expenditure of money? Record responses. Estimate the dollar value of work performed by family members.	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
Personal skills or other resources can help to provide an extension of family income. If resources other than money income can be substituted for money income to fulfill goals, then money income can be freed for use in attaining those goals where only money can be used. Each family member can contribute individual skills and services to help extend available income. When more money is available than is needed to meet expenses, an excess of income results. The excess money can be used in several ways: savings investment buy other goods and services Savings occur when money is kept intact for future use. Saving money for future use in reaching goals is a method of satisfying needs and desires. Saving can be a safeguard against unexpected expenses. Money can be saved through several different arrangements which differ in regard to the following criteria: safety of money opportunity to increase amount through earning interest ease with which owner has access to money	**Pre-Teaching:** Review Banking Services-Savings. Draw a line on the chalkboard or overhead, label one end spend and the other save. SPEND ——— SAVE X Have students form a line behind the neutral marked X. As the following statements are read, move in the direction of spend or save depending on the course of action you would take. Your allowance was raised 50cents per week. Would you spend or save the 50 cents? On the sidewalk in front of your home you found $1.10 in change. Would you spend or save it? Your uncle gave you a buffalo nickel. Would you spend or save it? You earned $5.00 raking leaves and washing windows. Would you spend or save it? Your grandparents gave you $30.00 for Christmas and a birthday gift. Would you spend or save it? You won the $150.00 door prize. Would you spend or save it? Continue: As a class we seem to have different ideas about saving. When did you decide to save? Why do people save money? How can people deal with their dollars to allow for regular savings?	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
	List on the board possible ways and places to keep teenage savings. Ask students to give advantages and disadvantages of each: give savings to your parents to keep for you have a bank in your room that cannot be opened easily put it in a savings account buy U.S. Government Bonds	
Several methods of payment are utilized by consumers. Each method of payment has certain characteristics which differentiate it from other methods. These characteristics may be considered advantages or disadvantages depending on the individual values. Cash: can't overspend no bills to worry about no record of expenditures lack of credit rating more difficult to make returns easy to lose or have stolen Check: safer than cash if handled carefully concelled check served as a receipt check stub gives you a record of expenditures costs money for checking accounts or checks Credit allows individuals to use consumer goods while paying for them. Payment by credit: convenient, easy one may overspend by purchasing things on impulse, may encourage impulsive buying may incur a service charge which makes item cost more than if paid for by cash usually incurs an interest charge which adds to the cost of the item.	**Pre-Teaching:** Arrange for a local credit manager to visit the class and explain various methods of payment and procedures to establish and maintain credit. Refer to Dealing With Dollars Profile to determine extent to which students have had experience with different methods of payment. Record findings on overhead. Direct attention to information and discuss characteristics of each method of payment. Under what circumstances might you choose to pay cash? Pay by check? Use credit?	S.M.7

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
The consumer who is familiar with the types and sources of credit may use this knowledge to make decisions about the use of credit. Consumer credit enables individuals and families to enjoy consumer goods while paying for them. It is the present use of future income. Knowing about different kinds of credit enables the consumer to understand his credit involvement. Charge accounts at retail stores are the simplest form of retail credit. They may be a regular 30 (60 or 90) day account with no charge if the bill is paid in full at the end of the billing period, or they may be revolving accounts where the consumer may continue to charge and pay a designated minimum amount each month. A service charge (1 to 1½%) is made on the balance due and added to the next bill. A bank credit card may be used at any store that belongs to the bank charge plan. Customers thus receive only one bill from many stores and make only one larger payment to the bank. Understanding the use of installment credit may prevent over extension of debt. The installment plan is a contract used for larger purchases with payments scheduled from 12 to 36 months. The finance charge is added to the cost at the starting date. One's credit rating is a valuable asset. A credit rating is the result of each retailer's evaluation of your payment practices which is filed at a credit bureau. Good or bad your credit rating moves	**Pre-Teaching:** Have students collect as many credit ads as they can and bring them to class. Display them on bulletin board. Direct attention to display, ask: To what emotions and concerns of people do the ads appeal? i.e., easy time payments, no money down Could you make a decision about credit from the ads? What other information is needed? Develop a list of questions from students' comments to be discussed with the credit manager. How does a regular charge account differ from a revolving charge account? Illustrate the cost of a good such as a bike or item of clothing purchased on R.A., with cash, or 30-60 day account. What is meant by installment buying? What types of goods are usually purchased this way? What happens if you fail to make payments? What is a bank credit card? What are some of the hazards of carrying credit cards? What is a credit rating? How is a credit rating established? How is it kept current? How can one be assured of a good credit rating?	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
with you wherever you go, since credit bureaus are part of a national network. The stronger your credit rating, the easier it will be to borrow money or open new credit accounts. Prompt payment of bills is a prime factor. Services provided by banks can be tools in effective money management. Ability to use a checking account contributes to effective money management. By knowing how to use the bank checking plans one can take advantage of this method of record keeping when a regular wage is earned. It is important to know how to properly endorse a check you might be given and to know that it could be cashed by anyone, once endorsed. A check must be properly written to avoid its being altered. A savings account is a safe place for money put aside for future goals. An awareness of interest paid helps one choose a savings account wisely.	**Pre-Teaching:** Arrange for a field trip to a local bank. Transition: Explain the purpose and arrangement for the bank study trip. Mention some of the banking services to which students might be alert. Carry out study trip. Following the study trip, identify some of the most interesting facets of a bank. View transparency on how to write a check. Practice filling out a check.	

S. M. 1 DEALING WITH DOLLARS PROFILE

Directions: This questionnaire is to help you get more of the things you value out of life. You do not need to sign your name. There are no "right" or "wrong" answers. Read each question and then read the possible answers. When you have decided which answer best describes your situation, place your answer on the answer sheet, checking the appropriate space.

1. How old are you?
   A. 12 or younger
   B. 13 years old
   C. 14 years old
   D. 15 years old
   E. 16 or older

Which of the following activities have you actually experienced?

	A. Yes	B. No
2. Written a check.	____	____
3. Endorsed a check made out to you.	____	____
4. Opened a bank checking account.	____	____
5. Opened a savings account.	____	____
6. Signed a contract.	____	____
7. Used your parents' charge account.	____	____
8. Opened a charge account in your own name.	____	____
9. Pawned something to get money.	____	____
10. Bought something on lay away.	____	____
11. Bought or cashed in a bond.	____	____
12. Received a bond as a gift.	____	____
13. Returned something you bought to the store where you bought it.	____	____
14. Raised livestock as a moneymaking project (regardless of whether or not you made a profit).	____	____
15. Loaned money to a friend who didn't pay you back.	____	____
16. Complained to a company about an unsatisfactory product or service you bought.	____	____
17. Lost a credit card belonging to you or anyone else.	____	____
18. Seen anyone taking something deliberately from a store without paying for it.	____	____

S. M. 1 (cont.)

Expenditures
How much do you usually spend per week for:

19. Clothes
A. nothing
B. under $1.00
C. $1.00 - 2.50
D. $2.51 - 4.99
E. $5.00 and over

20. Food, lunch, snacks
A. nothing
B. under $1.00
C. $1.00 - 2.49
D. $2.50 - 4.99
E. $5.00 and over

21. Gifts
A. nothing
B. under $1.00
C. $1.00 - 2.49
D. $2.50 - 4.99
E. $5.00 and over

22. Grooming, cosmetics
A. nothing
B. under $1.00
C. $1.00 - 2.49
D. $2.50 - 3.99
E. $4.00 - 5.50

23. Movies and entertainment
A. nothing
B. under $1.00
C. $1.00 - 2.49
D. $2.50 - 3.99
E. $4.00 - 5.50

24. Records, albums, tapes
A. nothing
B. under $1.00
C. $1.00 - 5.00
D. $5.00 and over

25. School supplies, reading materials
A. nothing
B. under $1.00
C. $1.00 - 2.49
D. $2.50 - 3.99
E. $4.00 - 5.50

26. Sports and hobbies
A. nothing
B. under $1.00
C. $1.00 - 2.49
D. $2.50 - 3.99
E. $4.00 - 5.50

27. Savings, investments
A. nothing
B. under $1.00
C. $1.00 - 2.49
D. $2.50 - 3.99
E. $4.00 - 5.50

28. Jewelry
A. nothing
B. under $1.00
C. $1.00 - 2.49
D. $2.50 - 3.99
E. $4.00 - 5.50

S. M. 1 (cont.)

Income

How much do you usually receive from each source per week?

29. Regular alowance from parents
    A. nothing
    B. under $1.00
    C. $1.00 - 2.49
    D. $2.50 - 4.99
    E. $5.00 or more

30. Handouts from parents when asked
    A. none
    B. under $1.00
    C. $1.00 - 2.49
    D. $2.50 - 4.99
    E. $5.00 or more

31. Earned doing jobs at home or school
    A. none
    B. under $1.00
    C. $1.00 - 2.49
    D. $2.50 - 4.99
    E. $5.00 or more

32. Earned working on a regular or part-time job
    A. none
    B. under $1.00
    C. $1.00 - 2.49
    D. $2.50 - 4.99
    E. $5.00 or more

33. The total amount of money you have to spend each week is about:
    A. none
    B. $0.05 - 1.99
    C. $2.00 - 3.00
    D. $3.01 - 5.00
    E. $5.00 or over

Buying Decisions

34. How do you usually pay for most of the items you buy for yourself and for gifts?
    A. cash
    B. charge them on family's charge account
    C. charge them on my own charge account

35. If your friend had some serious money problems, where would you suggest he or she go for help?
    A. other friends our own age
    B. parents
    C. a teacher or counselor at school
    D. brother or sister or other family member

S. M. 1 (cont.)

36. What kind of a job do you have? Leave blank if you don't work.
    A. babysitting for different people
    B. newspaper carrier
    C. housecleaning
    D. grocery checkout
    E. all other jobs, check this category

37. What is the total amount of money you usually save every week?
    A. none
    B. $.50 to $1.00
    C. $1.00 - 3.00
    D. $3.01 - 4.99
    E. $5.00 or more every week

38. When you save money, where do you keep most of it?
    A. savings account in a bank
    B. checking account in a bank
    C. give it to parents to save for you
    D. in a piggy bank at home
    E. any other place

39. Why do you save?
    A. I want something that costs more than my weekly income.
    B. My parents require that I save something.
    C. I just have more income that I need each week and save what is left over.
    D. I think everybody ought to save something, so I do.
    E. I don't save anything, usually.

40. Considering all the sources of your income, do you feel that you have enough money to spend?
    A. It's enough. I'm satisfied.
    B. I could use more, bu I get by okay.
    C. It's not quite enough.
    D. It's definitely not enough. I need a lot more.

S. M. 1 ANSWER SHEET

Directions: Put all answers to the profile questions on this sheet. Be sure to check the corresponding number. You do not sign your name, since this is just a survey.

Identification

	A	B	C	D	E
1.	____	____	____	____	____

Financial Activities

	A. Yes	B. No
2.	____	____
3.	____	____
4.	____	____
5.	____	____
6.	____	____
7.	____	____
8.	____	____
9.	____	____
10.	____	____
11.	____	____
12.	____	____
13.	____	____
14.	____	____
15.	____	____
16.	____	____
17.	____	____
18.	____	____

Expenditures

	A	B	C	D	E
19.	____	____	____	____	____
20.	____	____	____	____	____
21.	____	____	____	____	____
22.	____	____	____	____	____
23.	____	____	____	____	____
24.	____	____	____	____	____
25.	____	____	____	____	____
26.	____	____	____	____	____
27.	____	____	____	____	____
28.	____	____	____	____	____

S. M. 1 (cont.)

Income

	A	B	C	D	E
29.	____	____	____	____	____
30.	____	____	____	____	____
31.	____	____	____	____	____
32.	____	____	____	____	____
33.	____	____	____	____	____

Buying Decisions

	A	B	C	D	E
34.	____	____	____	____	____
35.	____	____	____	____	____
36.	____	____	____	____	____
37.	____	____	____	____	____
38.	____	____	____	____	____
39.	____	____	____	____	____
40	____	____	____	____	____

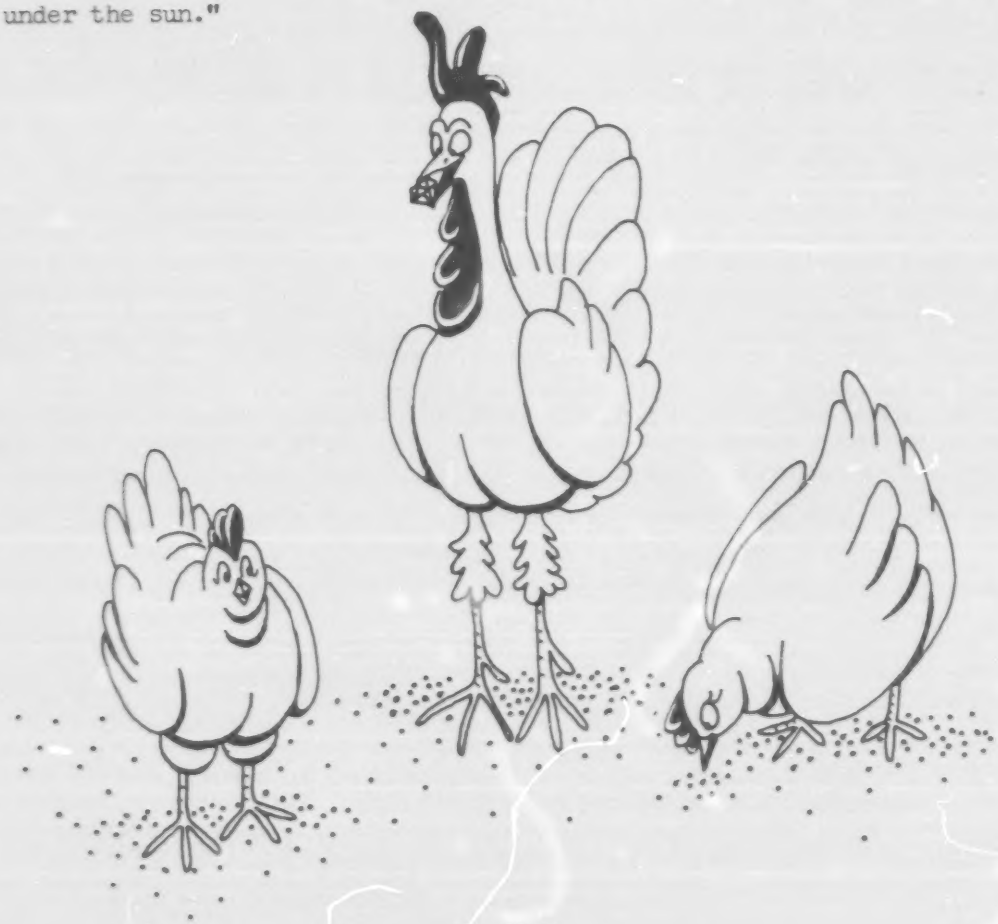
S. M. 2 GOALS AND SUB-GOALS

16-21

S. M. 3 THE ROOSTER AND THE JEWEL OR A COOL DUDE

(translated from Aesop)

A sharp, young rooster was scratching on the ground for something with which to entertain his two or three lady friend pullets. He happened to hit upon a jewel. He knew it was valuable, since it sparkled with a beautiful shine. Since he did not know what it was or what to with it, he tried to cover up his ignorance by playing it cool. He shrugged his wings, shook his head, strutted, and said, "Indeed you are a fine thing, but you are no good for eating. My taste really lies in a different way. I would rather have one grain of delicious wheat than all of the jewels under the sun."



S. M. 4 TWENTY THINGS I LIKE TO DO

Directions: On the center space below list twenty things you like to do.

_____	1. _____	_____
_____	2. _____	_____
_____	3. _____	_____
_____	4. _____	_____
_____	5. _____	_____
_____	6. _____	_____
_____	7. _____	_____
_____	8. _____	_____
_____	9. _____	_____
_____	10. _____	_____
_____	11. _____	_____
_____	12. _____	_____
_____	13. _____	_____
_____	14. _____	_____
_____	15. _____	_____
_____	16. _____	_____
_____	17. _____	_____
_____	18. _____	_____
_____	19. _____	_____
_____	20. _____	_____

On the left hand side place a $ if money is in anyway required to complete the activity. On the right hand side place the amount required to engage in this activity.

S. M. 5 DEALING WITH DOLLARS: THE ALLOWANCE

Mark, age ten and Bill, age thirteen, receive the same allowance. However, Bill feels that this is unfair since he does many more tasks around the home. Both boys use their allowance money for things they want to purchase. Neither boy has to use the allowance money for lunches, school supplies or clothing. Bill decides to talk with his parents about the matter. What points of view might each of the individuals express?

Carol and Paul's parents do not give them an allowance. Instead they pay them certain amounts for work done around the home. Lately Carol and Paul have not completed their usual jobs; dishwashing, caring for the yard and family pets. As parents what would you do?

How might Carol and Paul react?

Joe and Julie are twins. Their parents do not give them an allowance. However, they do get money for some of the things they want by asking their parents for it. Sometimes their parents do not give them the money they want. What could the twins do or say to their parents in asking for an allowance?

How might the parents respond?

Teacher Notes:

If an allowance is to cover basic needs, it will have to be subject to change. It will be less for the younger child, more for the teenager, and should always be determined by the parent and child together, considering available resources as well as changing needs.

An allowance is to learn how to manage money. Do not confuse it with learning to assume the responsibilities associated with functioning as a member of the family. One rule is "Don't expect pay for chores if they're the kind of work that member of the family normally do themselves to keep the household running." Other kinds of work that somebody ordinarily would be hired to do would deserve pay. This kind of work would not be a regular chore and would be an extra job that should earn one money beyond an allowance.

S. M. 6 CASE STUDIES: PURCHASING POWER

1. Paul has been saving money to buy a record player. With his part-time job, he decided he could spend no more than $50 if he wanted to have it by the time school started and still have a little spending money each week. Paul looked at the various catalogues in his home, including some from discount houses. He read the descriptions over and over, thinking about the different features, the warranties, and wondering about the service that would be available if something went wrong. Then he went downtown whenever he had time and shopped for record players at the various stores, comparing prices, brand names, quality, and the various features. He finally decided between two record players that would be the best suited to his needs, and when near the end of the summer one of these was advertised in the paper on a special sale, he wasted no time in buying that particular record player, because it was just what he wanted. He would even have a few dollars left over.

2. Jean had a summer job for the first time and was making about $20 per week. Each Saturday she and several friends went downtown. There were many attractive summer outfits in the stores and the jewelry was pretty. Jean usually spent most of the $20 on things she saw and liked, although she didn't really need them. She added a couple of bathing suits to her wardrobe, some bright jewelry, and one Saturday she bought a tennis racket that took her whole week's earnings. She hoped to learn to play tennis that summer, but never found the time. At the end of the summer, Jean had only a few dollars left for school clothes. She had agreed to buy her own school clothes with her summer earnings. Looking in her closet, she found she had very few things that would be right to wear to school. What a predicament!

3. Judy was in a hurry this morning as she left for school. She had gotten up late. Now, as she sits in class she suddenly remembers that she left her room light on, her stereo running, and she isn't even sure whether she turned the iron off after she ironed her top. She also remembers her father complaining about the high electricity bills, as well as other bills, and how they might have to cut down somewhere.

4. Mary wanted to try her hand at sewing. Sally, her sister, had an idea about building a dog house. Their parents decided both projects would be good experiences and bought materials they would need. Sally drew a plan for the dog house, measured carefully, and seemed to have only a few problems. But Mary had never sewn before and often got into problems. Her mother patiently helped her and Mary would try again. However, when Mary's cousin came to visit, she put away her sewing and never finished the project. Buff, their dog, is enjoying the dog house but Mary's half-sewn garment is unfinished. She wants her parents to buy her a similar garment but they say the money has already been spent on fabric.

S. M. 6 (cont.)

5. Jerry had a bad day, that's for sure. Little sister Karen had run into his room, stepping on two of his favorite records and scratching them very badly. His mother had been reminding him to polish his shoes and do a few other tasks like picking up his tennis racket, dirty socks, comic books, etc. Well, when he finally decided to do the shoes, the bottle cap flew off and in reaching for it, he got liquid shoe polish on his best shirt that was lying on the floor and even some on the carpeting. Try as they may, the shoe polish wouldn't come out. Well, that evening Dad figured out how much it would cost to replace the things that had been ruined, including the records. Jerry got scolded and it was obvious that either the ruined things wouldn't get replaced, or if they did, the family (or Jerry) would have to do without some other things.

S. M. 7 BANK SERVICES - SAVINGS

Where to Save:

Commercial Banks
Savings & Loan Associations
Mutual Savings Banks

How to Open a Savings Account:

1. Visit the bank in person. The bank will ask you to sign a signature card so no one else can withdraw from your account.
2. The bank will give you a passbook for your savings account in which your deposit will be recorded as well as each deposit thereafter. Withdrawals will also be recorded so always take your passbook with you. Keep it in a safe place and notify the bank if you lose it.
3. When you make a deposit or withdrawal you fill out a slip which is either provided at the bank or in your passbook. You will put on it your name, account number, the date, and the amount of money to be deposited or withdrawn.
4. After each interest period, the interest your money has earned will be recorded in your passbook. You will earn interest not only on your deposits, but also on the interest that was earned in the previous period. This is called "compounding interest".

Other Savings

Savings Bonds:

You must have a minimum of $18.75 which will mature to $25.00 in five years, ten months at an interest rate of 5%. The bonds may be cashed any time after 60 days, but they would not pay the full interest rate.

Christmas Clubs:

You deposit a certain amount regularly and cannot withdraw the money until the end of the payment term. Usually there is no interest - it is more a form of forced saving so you will have money when you need it - before Christmas!

Other Bank Services

Travelers' Checks:

These are often purchased by people taking a trip. They are much like money but cannot be used by anyone else since your name (signature) appears on each twice - witnessed once when you buy them and then again when you use them. They are very safe.

Safety Deposit Boxes:

A box in the vault that may be rented to keep valuable papers - such as bonds, insurance policies, etc. The customer gets one key and the bank keeps a key - both keys are needed to open a box.

S. M. 7 BANK SERVICES - CHECKING

Personal Checking Account:

You open an account by taking money to the bank and asking to open a checking account.

You sign a signature card. (Be sure to always use the exact same name and style of writing.)

You will receive a receipt and a checkbook.

(Inquire about the different types of checking accounts. Some have free checking if you keep a certain balance; other types have charges.)

How to Write a Check:

Always use ink.

There are five items to fill in:

1. The date (the day it is written).
2. The payee's name.
3. The amount in numerals. (Keep the numerals close together so no one can put in additional numbers. Write cents like this: $28 50/100.)
4. The amount in words. (Begin at the very left of the line. After the dollars in words, write "and", and then the cents as a fraction, just above. Fill in any space with a wavy line.)
5. Signature.

Don't:

1. Sign a blank check. (Anyone could fill it in.)
2. Forget to record the check number and the amount; or fill in the stub. This helps you know what your balance is.
3. Write a check if there isn't enough money in your account. There is a penalty charge.

How to Endorse a Check:

To cash a check someone gives you, you must sign your name on the back (at the left end, as you turn it over).

Write your name exactly as it appears on the face of the check.

Deposit it immediately because once endorsed, anyone could cash it, unless you write "For deposit only" and then your name.

How to Deposit Money in a Checking Account:

Fill out a deposit slip from your checkbook with:

1. The date.
2. Your signature.
3. Checks, listed separately and/or
4. Cash

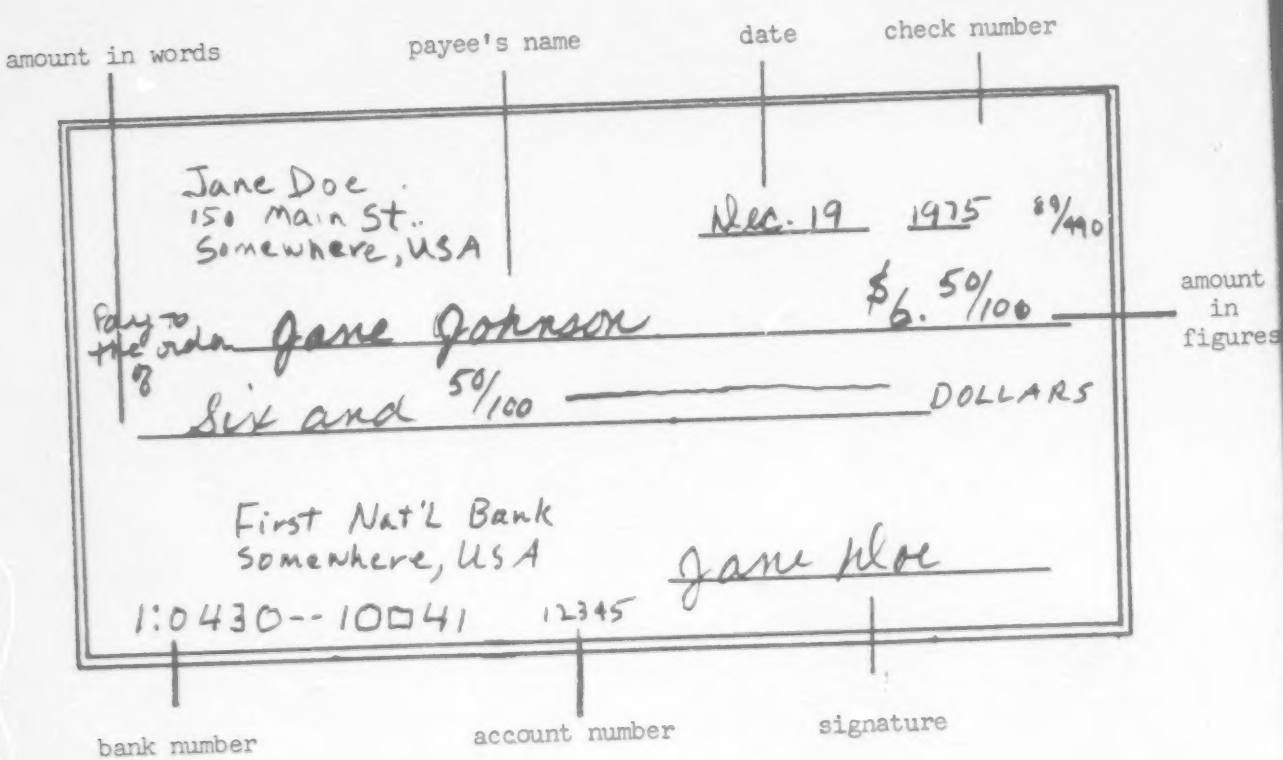
Be sure to record deposits in your checkbook.

S. M. 7 (cont.)

Balancing a Checking Account:

Regularly the bank will send you a statement showing amounts deposited, checks written and your current balance. They will also send along the cancelled checks you have written.

Always check this statement against the record you have kept in your check-book. Recheck until they agree. (Some checks may still be outstanding.)



S. M. 7 (cont.)

Loans:

This is a key function of banks - to loan money to people. Kinds of loans include personal, real estate, automobile, home improvement, education, and business loans. When you borrow money from a bank, you pay them interest!

S. M. 8

REFERENCES

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Visuals:

Charge It Please. Visual Education Consultants, Inc., Box 52, Madison, Wisconsin 53701.

The Story of Our Money System. Coronet Instructional Films, 65 East South Water Street, Chicago, IL.

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UNIT TITLE: *METRIC MIND*

UNIT FOCUS: The unit provides a short and basic introduction to the metric system of measurement. Emphasis is on learning to think metrically. The major part of the unit includes understanding the basic units of measurement in the metric system and their interrelationship. Students have some opportunity to use the metric system in simple problems. Activities in sections are designed to acquaint the students with the use of the metric system in the role of consumer and homemaker.

RATIONALE: By 1975, all major countries in the world except the United States will have adopted the metric system as their official system of measurement. At this time no definite date has been established for the complete adoption of the metric system in the United States. However, it is expected that the United States will have completed conversion to the metric system for all purposes of measurement within 10 years. Much confusion in the period of transition can be avoided if students begin to learn to think metrically now. Since the metric system will have an effect on all areas of living it is appropriate that students become familiar with its use and effects on tasks related to their roles as consumers and homemakers. Students currently enrolled in school have had little exposure to the metric system of measurement. Learning about the system and having an opportunity to become familiar with its use in tasks related to their roles as consumers and homemakers is one way to increase their ability to think metrically. The instruction which is provided through this unit is viewed as complementary to other learning experiences which might be provided by related disciplines.

INSTRUCTIONAL OBJECTIVES:

Comprehension of the purpose of a standardized measurement system
Comprehension of the characteristics of a standardized measurement system
Knowledge of the basis on which the metric system is established
Knowledge of the basic units of measure in the metric system
Ability to close estimations of measure of weight, volume and length in metric units
Comprehension of the relationship of metric units of measurement to measurement tasks as consumers and homemakers
Willingness to use the metric system in giving estimations of measurements

EDUCATIONAL BACKGROUND: No formal educational background required. Level I or II.

SUGGESTED TIME: 2 weeks

CONCEPTUAL CONTENT

PUPIL-TEACHER INTERACTION

SUPPORT MATERIAL

Pre-Teaching: Prepare separate listings of measurement tasks. Designate the standard or criteria to be used. For example:

Measurement Task	Standard
length and width of room	in paces (done by several students)
length and width of door	in hands (done by several students)
length and width of desk	in pencils of varying lengths
length and width of chalkboard	in sheets of paper of same size, 8" x 11"

Transition: As students enter the room, have each of them select a card or slip of paper on which has been designated the measurement task and standard.

As our first activity today we need to secure information about the size of a variety of objects in the room.

Each of you has a measuring task to complete.

The item to be measured and the way in which it is to be measured is written on the card.

Answer questions students may have as they proceed with the task.

Compile student's findings on chalkboard or overhead projector.

Item Measured	Standard of Measurement	Measurement
desk	Janet's pencil	8
desk	Paul's pencil	10

When all the measurements for a particular item have been recorded, ask:

What do you notice about the measurements?

How can this be explained?

Continue with a similar line of questioning after measurements related to each task have been recorded.

When all tasks have been reported, ask:

What does the experience in measuring seem to tell us?

What appears to make the measurements of the same object different?

Under what conditions were the measurements nearly the same?

What might happen if the various measurements were taken as we took them?

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
	Divide students into groups. Transition: Measurement is part of our everyday living. How aware are you of the many ways in which people use measurements or are influenced by measurements? Let's see which group is most aware of measurement. In your small groups list all of the activities and tasks that people do which involve measuring and measurements. When each group has completed their list, have the groups identify some of the tasks they listed. Which of these activities are similar? Why? Record groupings on the chalkboard. Identify the basis for grouping. Accept any grouping which have a similar basis. Possible bases for groupings include unit or type of measurement - linear, weight, temperature, volume. Homemaking tasks: food preparation food purchasing clothing purchasing and construction physical growth of human beings Continue until a number of groups have been established. At the conclusion of the activity have students respond to the following incomplete statements. Record their answers on a large sheet of wrapping paper which can be retained for several days. I learned that I I was surprised that	
Measurement is the act of estimating or judging the size, capacity or amount of something according to a criterion, standard or rule. When the standard, criterion or rule used to measure is changed the same object will measure a different size or weight. When there is a changeable standard, criterion or rule for measuring, a great deal of confusion about the size of things occurs. Standardized measurement is	**Pre-Teaching:** Secure standardized and non-standardized recipes for several food products. If laboratory facilities are available for food preparation divide the class into groups and have groups prepare the food product using either the standardized or non-standardized recipes. As the recipes are being prepared students are to identify and record the equipment used and the procedure used in measuring. If laboratory facilities are not available assemble a variety of utensils which might be suitable for measurement of the non-standardized recipes and the equipment for standardized recipes. Transition: Direct students in laboratory preparation of products.	S.M.2 S.M.3

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
the process or act of estimating or judging the size, capacity or amount of something according to an agreed upon rule or standard which does not change.	Following the laboratory preparation, compare product characteristics such as flavor, texture, volume and appearance.	
	Compare measuring utensils used and procedures.	
The measurement of a given object by different persons will be the same when the standard is used correctly.	What might explain differences in products?	
	What might happen if everyone used their own standard for measuring?	
Measurements are means of communication with other people. They help to convey an idea by giving a description of an object or substance. When this description is interpreted in more than one way, a state of confusion exists.	If the product is not prepared, read the recipes and have pupils select the equipment they would use for measuring each ingredient. Examine several choices and predict the effect on the product.	
	Transition: The experiences we have had in class had to do with the idea of measurement.	
	What does it mean to measure?	
	If you used either of the recipes were you measuring?	
	What standards or rules were used to measure?	
A standardized measurement is a neccessary part of commercial trade. Consumers need this type of description in order to know exactly what they are buying. Producers need this type of description to advertise their products.	When the standard for measurement is changed what happens?	
	What is a "standardized measurement?"	
	Write the term "STANDARDIZED" on the chalkboard.	
The use of a standardized system of measuring in the manufacture of goods will insure that products produced under those conditions will be of a similar size regardless of their origin.	Why have standardized measurements been adopted?	
	Pre-Teaching: Prepare transparencies showing the development of the English customary system. Adapt script to student needs.	S.M.1
The American customary system is based on the English system.	What is the standardized system of measurement used in the U.S.A.?	
	What are the units of measurement?	
Eleven units are commonly used in the English system to communicate information about objects or substances. They are: linear measure inch, foot, yard, rod, mile volume capacity ounce,pint, quart, gallon weight ounce, pound, ton	Record student responses on overhead transparency.	
	What are the units of measurement?	
	Record student's responses on overhead transparency.	
	Direct students attention to transparency.	
	Describe the sequence of events leading to development of English system of measurement.	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
Each dimension or magnitude in which an object or substance can be described by measurement has its own language or terms to communicate that information. The English system is based upon folklore. The basis for each rule is changeable or subject to a wide margin of variable interpretation. Through the years since the development of the English system, basic units have been standardized for usage today.	**Pre-Teaching:** Order filmstrip or film of your choice which introduces the metric system.	S.M.18
	Prepare copies of The Metric System - What Do You Think?	S.M.4
The metric system of measurement is the standardized system used in 90% of the world. After 1975, the U.S.A. will be the only major country using the English system. Barbados, Burma, Gambia, Ghana, Jamaica, Liberia, Muscat, and Oman, Nauru, Sierra Leone, Southern Yemen, and Trinidad are other countries which do not use the metric system.	Assemble a map of the world or globe. Resource books to determine the measurement system of various countries. Transition: Look at the map. Choose a country that you would like to visit. What system of measurement would you be expected to use while visiting that country? Direct students to resource materials to determine the system of measurement that is used. Students may attach a label to the country to indicate the system of measurement. Red for customary system, yellow for metric. Ask: What does the map tell us about the systems for measurement?	
In 1971, the National Bureau of Standards recommended change to the metric system. Change is estimated to take place in the U.S. in the near future. An estimated date is 1980. The metric system was developed by French scientists during the years 1790-1795 when it was proclaimed as the one and only system of weights and measures for France. Decimal numbers were chosen	Continue: If you have heard of the metric system raise your hands. If you are in favor of the United States adopting the metric system put your thumbs up. If you are not in favor of the United States adopting the metric system put your thumb down. Explore some of the reasons for changing to metric system and some of the reasons for opposing such a change. Direct students in completing Metric System - What Do You Think?	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
to be used for this system since it was considered to be the easiest means of teaching arithmetic. Units of measure are based on the number 10.	Show filmstrip or film.	
A non-changeable, non-arbitrary "natural" unit was sought as a basis for this system. One ten-millionth of the distance along a meridian between the north pole and the equator was chosen as the basic linear unit. To determine this distance, a survey was taken between two cities on the same meridian both being at sea level. (Dunkirk on the English channel and Barcelona on the Mediterranean.)	Following the film, students may reconsider their answers to the survey and change those which they want. Correct survey.	
Note: In 1958, during the International Geophysical Year, it was learned that the shape of the earth and consequently, the length of a meridian is neither uniform or unchanging.		
Therefore, this unit is arbitrary. But it is unchallenged or remains standard because it has been agreed to have certain meaning. Just as "A" was agreed to be the first letter in the English alphabet.	**Pre-Teaching:** Prepare copies of Consumer In a Metric Country. Let's see how well we would get along in a country that uses the metric system. Direct students in completing the problem.	S.M.5
The basic linear unit was called a meter.	**Pre-Teaching:** Secure meter sticks and tapes. Secure rulers marked in centimeters.	
The meter is equal to the ten-millionth part of a terrestrial meridian contained between the north pole and the equator.	Prepare copies of Understanding the Metric System.	S.M.6
The meter stick or tape is the tool used to measure length or circumference.	Prepare visual symbols for Metric Prefixes. Transition: Divide students into small groups or pairs. Give each group a meter stick and/or a meter rule. Give each student a copy of Understanding the Metric System.	S.M.7
Larger units of linear measure are described in multiples of 10.	Illustrate and explain the measurement which is referred to by the term meter and each of the prefixes.	
Greek prefizes are used to indicate the multiples of the basic unit. (Units of measures larger than the basic unit.) deka - 10 times hecto - 100 times	Direct students in completing the following activities. Prepare copies of Living Metric With Meters.	S.M.8

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
kilo - 1,000 times Latin prefixes indicate sub-divisions of the basic unit. (Units of measures smaller than the basic unit.) deci - one-tenth centi - one-hundredth milli - one-thousandth Linear units are: kilometer - 1,000 meters hectometer - 100 meters dekameter - 10 meters meter - 1 meter decimeter - 0.1 meter centimeter - 0.01 meter millimeter - 0.001 meter	Find an object or space which measures: less than a meter more than a meter a meter Teacher can circulate to assure accuracy of measurement. Determine whether the following are more or less than 100 centimeters, more or less than 50 centimeters, more or less than 30 centimeters, more or less than 10 centimeters: wrist to elbow length of foot length of hand across from wrist to fingertips. Determine the length and width of one or more personal items. (comb, mirror, book, pen, etc.) When students have completed measurements, continue: Hold up any object that was 1mm in length, width or thickness, 5 mm in length, width or thickness, 10 mm in length, width or thickness and 25 mm in length, Determine the accuracy of students measurements. Clarify and re-teach as necessary. Have each student complete the form Living Metric With the Meter. Correct and Clarify. Direct students in reconsidering their responses to Consumer in a Metric Country. Clarify and re-teach as seems appropriate. Divide students into groups and have each group formulate a list of 10-20 items to be measured, which are frequently measured or purchased by measured size. When the groups have completed their list, exchange the lists among groups and have another group determine whether the measurement would be expressed in meters, kilometers, centimeters, or millimeters. Circulate to groups as they work to determine problems. Students may report their answers to the total group. Clarify and re-teach as necessary.	
The unit of measure of weight and mass is the gram. A gram is the absolute weight of a volume of pure water equal to a cube of one-hundredth part of a meter. (One cm3 pure water = 1 gram) Units larger than a gram are described in multiples of ten. Sub-	**Pre-Teaching:** Secure gram weights and scale which records weight in grams. Collect a variety of objects to weigh on the gram scale, etc. i.e., slice of bread, slice of cheese, orange, soda cracker, pretzel, chocolate chips, rasins Kilogram weight of sugar, shortening, apples, oranges. Prepare copies of Living Metric With Grams. Prepare copies of Estimating Weights Using The Gram.	S.M.9 S.M.10

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
divisions are indicated by divisions of 10.	Prepare symbol for basic unit of gram. Prepare symbols for common gram measurements, kilogram and milligram. Transition: Direct students attention to the gram weight and the scales. Introduce the basic unit of measure of weight. Display the symbol and appropriate labels. Place enough rasins on the sacle to equal 1 gram. Weigh other foods which are heavier than 1 gram. Record weight on chalkboard. Ask students to explain what a kilogram might be like. Introduce symbol for kilogram and display objects which weigh a kilogram. (apples, oranges, butter, sugar) Introduce the symbol for milligram. Ask students to think of an object which might weigh a milligram. i.e., pinch of salt or sugar. Weigh a milligram of salt or sugar. Divide students into groups and assign to work center. Guide students in the completion of Estimating Weights Using The Gram. Guide students in completion of Living Metric With Grams. Assemble copies of Recommended Daily Dietary Allowance, 1974.	
The liter is the unit of measure for liquid volume or capacity. A liter is equal to a cube of one-tenth of a meter. (One dm3 pure water = 1 liter) a cubic diameter. Units of measure larger or smaller than the liter are described in terms of 10.	**Pre-Teaching:** Assemble several liter measures or graduated cylinders and the following containers: water glass, small soft drink bottle, milk carton, juice glass and coffee cup. Assemble 4 transparent containers of the same size and shape. Prepare basis unit of measure symbol for liter. Transition: Display symbol for volume measurement. Introduce terms for basic unit of measurement and other units. Illustrate the size of the measurement by measuring the following volume of colored liquid into 4 equal sized containers. 1 liter 1 deciliter 1 centiliter 1 milliliter Direct students in measuring capacity of liquid held by	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
	various sized containers. juice glass individual milk carton water glass small soft drink bottle or can large milk carton	
	Record findings in milliliters or liters.	
	Check for accuracy.	
	Direct students in completion of Living Metric With Liters.	S.M.11
	Pre-Teaching- Review recipes for food preparation using metric measurements. If laboratory facilities and equipment are available, order supplies for preparation of recipes which you select.	
	Review: Food Preparation and the Metric System.	S.M.12
	Transition: Familiarize students with the recipes and abbreviations for units of measure.	
	Explain and illustrate the use of equipment in measuring ingredients.	
	If students are to prepare food, they may find it desirable to measure ingredients one day and complete preparation and serving on the following day.	
	Following the laboratory activity have students respond to the following incomplete statements: I was pleased that I I discovered that I I learned that I I was displeased that I	
A standardized method of measurement is also used to describe heat energy or temperature.	**Pre-Teaching:** Refer to "Metrics in the Kitchen".	S.M.18
	Prepare transparencies of Celsius, Fahrenheit and Kelvin Temperature Scales.	S.M.14
A number scale on a thermometer is generally used as the tool for measuring temperature at which water freezes and boils,	Secure Celsius thermometer.	
	Transition: Display transparencies of temperature scales.	S.M.13
	Explain procedures for establishing scales.	
The temperatures at which water boils and freezes is used as the basis for the sacle. These two temperatures are then assigned a particular number on the scale.	Compare common temperatures on the Celsius and Fahrenheit scales.	
Countries using the metric		

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL

system of weights and measures use the Celsius scale for general purposes and the Kelvin scale for scientific work.

The U.S.A. is currently using the Fahrenheit system.

The systems compare as follows:

	Kelvin	Celsius	Fahrenheit
absolute zero	0	-273.15	-459.67
water freezes	273.15	0	32
body temp.	310.15	37	98.6
water boils	373.15	100	212

Absolute zero is the lowest possible temperature which the nature of matter admits, or the point at which the particles whose motion constitutes heat would be at rest.

Changing from the Fahrenheit system of measurement to Celsius would be advantageous to scientists in that it would eliminate one step in converting to Kelvin for scientific research.

Changing to the metric system may mean changing to the Celsius system.

Pre-Teaching: Prepare copies of How Would You Measure? S.M.15

Divide students into groups. Introduce the task as one similar to making up a quiz for other class members. Working in groups students will identify measurement tasks and list them on the form How Would You Measure?

They will also prepare a key.

Forms may be exchanged between groups, completed and checked.

As a final activity students may respond to the I learned statements....

AND/OR

express their agreement or disagreement with a series of statements about the metric system by voting as they did at the beginning of the unit with a thumb up or down sign.

S. M. 1 HISTORY OF THE AMERICAN CUSTOMARY SYSTEM OF MEASUREMENT

Transparency I

Experts say that the first time it happened was about 10,000 or 12,000 years ago. When what happened? When people first began to measure things. When people wanted to express how long or high something was, they would use parts of their bodies such as hands, feet, or arms because they were convenient. In fact, the first unit of length recorded in history was the cubit. In the Bible in the book of Genesis, God instructed Noah to "Make thee an ark of gopher wood. . . the length of the ark shall be 300 cubits." A cubit was considered to be the distance from the fingertips to the elbow.

Another unit of measure was the distance from the tips of the fingers to the chin or the middle of the chest with the arm extended. This distance was called an ell in older Europe. and this may have been the basis of the American yard. A handful or a double handful was used for measuring units of capacity or volume, and kernels of grain were used as units of measure for weight. The grain is still used today as a unit of measure in the American system of weights and measures; there are 7,000 grains to the pound.

Later the Greeks used the foot instead of the cubit as their basic unit of measure. However, according to Greek legend the foot as a unit of measure was based on the actual foot of Hercules. Then the Romans borrowed the foot from the Greeks and divided the foot into 12 unica, or inches. They also created the 5-foot pace (which was supposedly the stride of a Roman legionnaire) and the mile which was 1000 paces or 5000 feet.

Transparency II

After the fall of the Roman Empire, during the Dark Ages, the Roman system of weights and measures was virtually lost except for the names of the units. The foot as a unit of measure equalled the actual foot of the local ruler. When the ruler died and a new ruler took over the length of the foot would change. A yard was based on the distance from the fingertips to the chin with the arm extended, or the length of a Saxon king's belt, or the length of the arm of Henry I. Each city used the same names for the units; but the foot, the yard, the pound, or the gallon of one city was not the same as the foot, the yard, the pound or the gallon of the other cities. Until the end of the eighteenth century the only word to describe world-wide weights and measure was chaotic. In different parts of the world, the word pound was applied to 391 different units of weight and the word foot to 282 different units of length.

English rulers from the tenth century to the middle of the twentieth century tried desperately to inject some reason or logic into the system that would be uniform throughout the kingdom, but with little success. New laws were made and overlooked.

S. M. 1 (cont.)

Transparency III

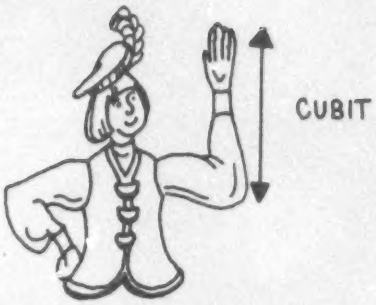
Then Edward I sought to straighten out measures. His statute said, "It is ordained that three grains of dry, round barley laid end to end make an inch, 12 inches make a foot, three feet make a yard, five and a half yards make a rod, and forty rods in length and four in width makes an acre." Forty rods in length were also known as a furlong and equalled the distance of an eighth of a mile. Edward III finally ordained that the pound equalled 16 ounces. This Imperial system of weights and measures (also known as the Customary system) prevailed in England until it converted to the metric system in 1965.

When the English colonists came to the New World they brought with them all of the units of weights and measures from England. So it was written into the Constitution that Congress "shall have the power to coin money, regulate the value thereof, and of foreign coin, and fix the standards of weights and measures." But, there were no official standards of measure until 1815 when we obtained from England the Troughton bar, a brass bar, as a standard for the yard. In 1827, we also received from England the standard for the Troy pound. Later the Secretary of the Treasury created a complete standardized system of weights and measures. By order of Congress, additional sets were supplied to the governors of the states and, at long last, the United States had a uniform system of weights and measures known as the American Customary System.

There have been only two changes since 1838. In 1866 the National Academy of Science prevailed upon Congress to make the use of the metric system legal in the U.S. The other change was issued by the Coast and Geoditic Survey in 1893 which regarded the International Prototype Meter and Kilograms fundamental standards, and the customary units (the yard and the pound) will be derived from there.

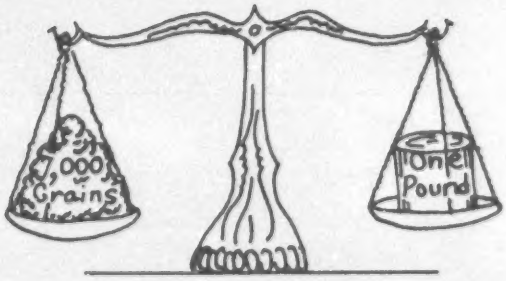
UNITS OF MEASURE

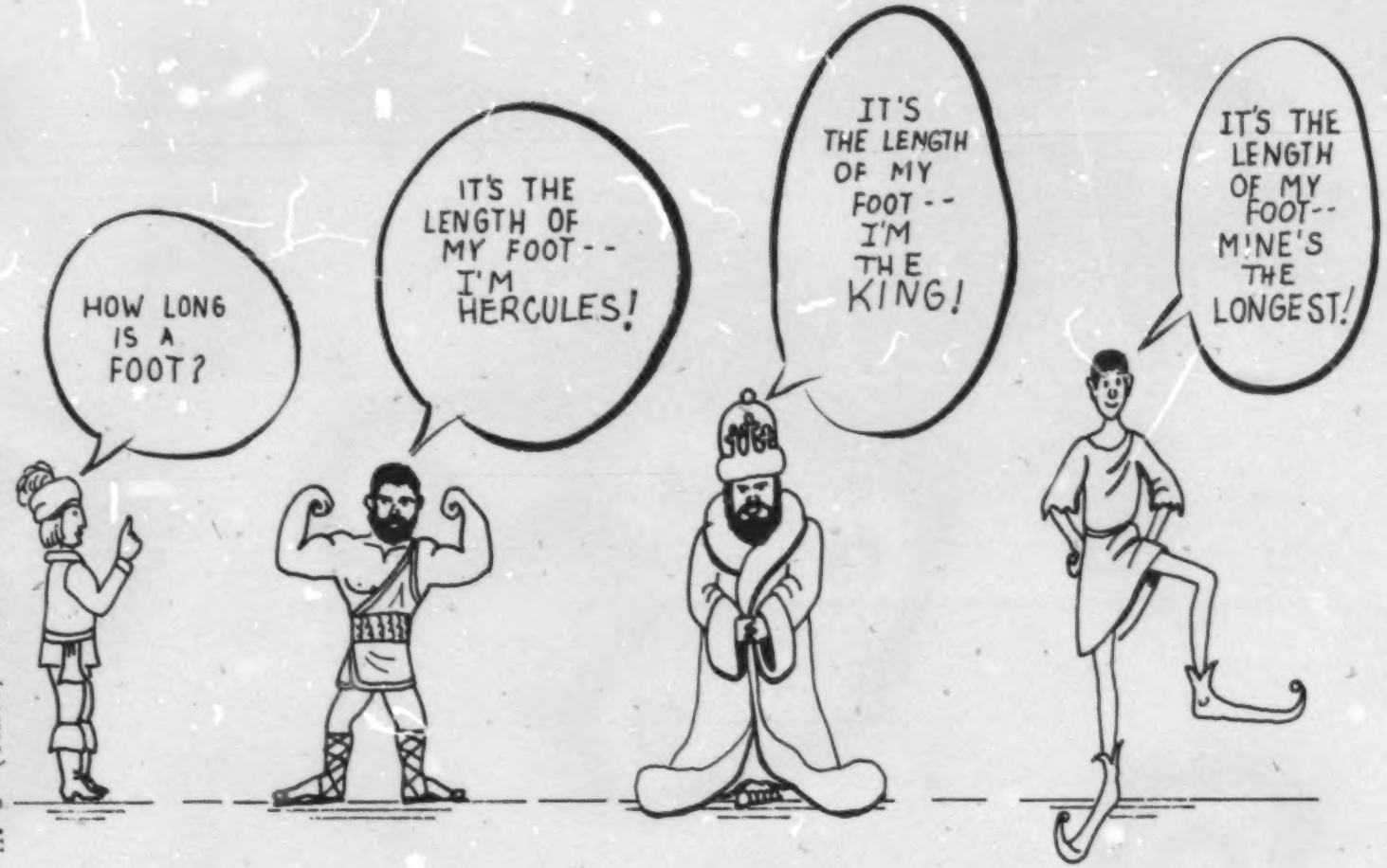
LENGTH



VOLUME

WEIGHT




HOW LONG IS A FOOT?
IT'S THE LENGTH OF MY FOOT -- I'M HERCULES!
IT'S THE LENGTH OF MY FOOT -- I'M THE KING!
IT'S THE LENGTH OF MY FOOT -- MINE'S THE LONGEST!

S. M. 1 (cont.) TRANSPARENCY II

17-14

EDWARD I

"THREE GRAINS OF DRY, ROUND BARLEY LAID END TO END EQUALS ONE INCH."

	=	1 INCH
12 INCHES	=	1 FOOT
3 FEET	=	1 YARD
5½ YARDS	=	1 ROD
40 RODS	=	1/8 MILE

Frosting
15¢ worth of confectionery sugar, melted butter to make thick cream, to spread nicely. Vanilla.

Peanut Cookies
2 tablespoons butter creamed
1 cup of sugar (scant)
3 eggs
salt
2 tablespoons milk
1 teaspoon baking powder
10¢ peanuts chopped fine
flour to roll

Bake.

Lemon Pie
1 lemon, juice and grated rind
Butter size of walnut
2 rounding tablespoons flour
1 cup sugar
1 cup hot water
3 egg yolks
1 egg white

Pour in baked crust.

2 egg whites for frosting.

Pie Crust
1 cup flour, heaping
pinch of salt
3 tablespoons lard, heaping
3 tablespoons ice water

Makes 2 crusts.

Blueberry Pie
1 pint best blueberries
1 cup hot water or juice
1 tablespoon corn starch
3/4 cup sugar
Butter size of an egg

Boil a few minutes and pour into a baked crust. Frost with whites of 2 eggs and brown slightly in oven. Can use Juneberries or any other berries with whipped cream on top.

Pie Crust
1½ cups flour
1 heaping tablespoon lard
1 rounding tablespoon butter
Salt
Water, barely enough to hold mixture together.

Rub flour and lard together until crumbly. Moisten with enough water to form a ball, stirring with fork. Do not work it too long. Makes 2 crusts. Just before putting pie in oven sprinkle top crust with one teaspoon sugar. This crust browns beautifully and is very flaky.

S. M. 3 MEASUREMENTS: STANDARDIZED AND NON-STANDARDIZED

Group Members _____

_____

Recipe _____

Directions: As the recipe is prepared, record the name of the ingredient measured, equipment used for measuring and the procedure followed in making the measurement.

Ingredient	Equipment	Procedure

S. M. 4 THE METRIC SYSTEM: WHAT DO YOU THINK?

Directions: Answer True or False to the following statements.

____ 1. Only half of the world population is using the metric system as their major means of measurement.

____ 2. The metric system has been in use in the U.S. since 1866.

____ 3. Metric is the official measurement language of the space program.

____ 4. A yard is longer than a meter.

____ 5. Units of measurement used in the metric system are unrelated to one another.

____ 6. Fractions are used in metric mathematics or arithmetic problems.

____ 7. A liter measures volume.

____ 8. A gram measures weight.

____ 9. The metric system is based on multiples and sub-divisions of the number "5".

____ 10. The meter measures length.

____ 11. All sports in the U.S. presently use the English system of measurement.

____ 12. Camera film is sized, manufactured, and sold according to inches and feet.

____ 13. The mm is a measure of length.

____ 14. The Kg is a measure of weight.

____ 15. If your waist is 28 inches it will be 71 Cm in the metric system.

S. M. 5 CONSUMER IN A METRIC COUNTRY - METERS

Directions: Read each of the following questions and select the best answer. Circle your choice.

1. If you were purchasing supplies for school which of the following would be a reasonable choice as part of those supplies?
   a) pencil 45 centimeters long
   b) pen 25 centimeters long
   c) notebook paper 21.5 cm x 28 cm
   d) eraser 6 cm by 4 cm

2. Students who attend schools in the district are bused if they live more than 15 minutes walking distance from school. Which of the following distances would not be within walking distance of the school?
   a) 500 meters
   b) 200 meters
   c) 2 kilometers
   d) 1000 meters

3. You are purchasing a bulletin board to hang in your room above the desk. Which of the following would be a suitable size?
   a) 10 meters by 7 meters
   b) 10 centimeters by 15 centimeters
   c) 50 centimeters by 70 centimeters
   d) 100 centimeters by 120 centimeters

4. If you ordered French fries at the local drive-in and when they arrived they measured approximately 60 millimeters in length by 4 millimeters in diameter, which of the following would be an appropriate comment?
   a) These fries must have been made with midget potatoes.
   b) Longest French fries I've ever seen.
   c) These fries are so thick they probably won't be cooked.

5. If you were purchasing slacks according to waist measurement, which of the following would be the best fit?
   a) 12 millimeters
   b) 40 centimeters
   c) 65 centimeters
   d) 87 centimeters

S. M. 6 UNDERSTANDING THE BASICS OF THE METRIC SYSTEM

THE BASIC UNITS OF MEASURE IN THE METRIC SYSTEM

METERS FOR MEASURING LENGTH	GRAMS FOR MEASURING WEIGHT	LITERS FOR MEASURING VOLUME

All other measurements in the metric system are either larger or smaller than these basic units.

The units which are larger than the basic units are multiples of 10.

The units which are smaller than the basic units are sub-divisions of the number 10.

Six prefixes are used with the basic units to indicate whether the measurement is larger or smaller than the basic unit.

PREFIXES INDICATING UNITS LARGER THAN THE BASIC UNITS ARE:

kilo (kill-a) means 1000 basic units = kilometer, kilogram, kiloliter

hecto (heck-toe) means 100 basic units = hectometer, hectogram, hectoliter

deka (deck-a) means 10 basic units = dekameter, dekagram, dekaliter

Basic unit of measure = meter gram liter

PREFIXES INDICATING UNITS SMALLER THAN THE BASIC UNITS ARE:

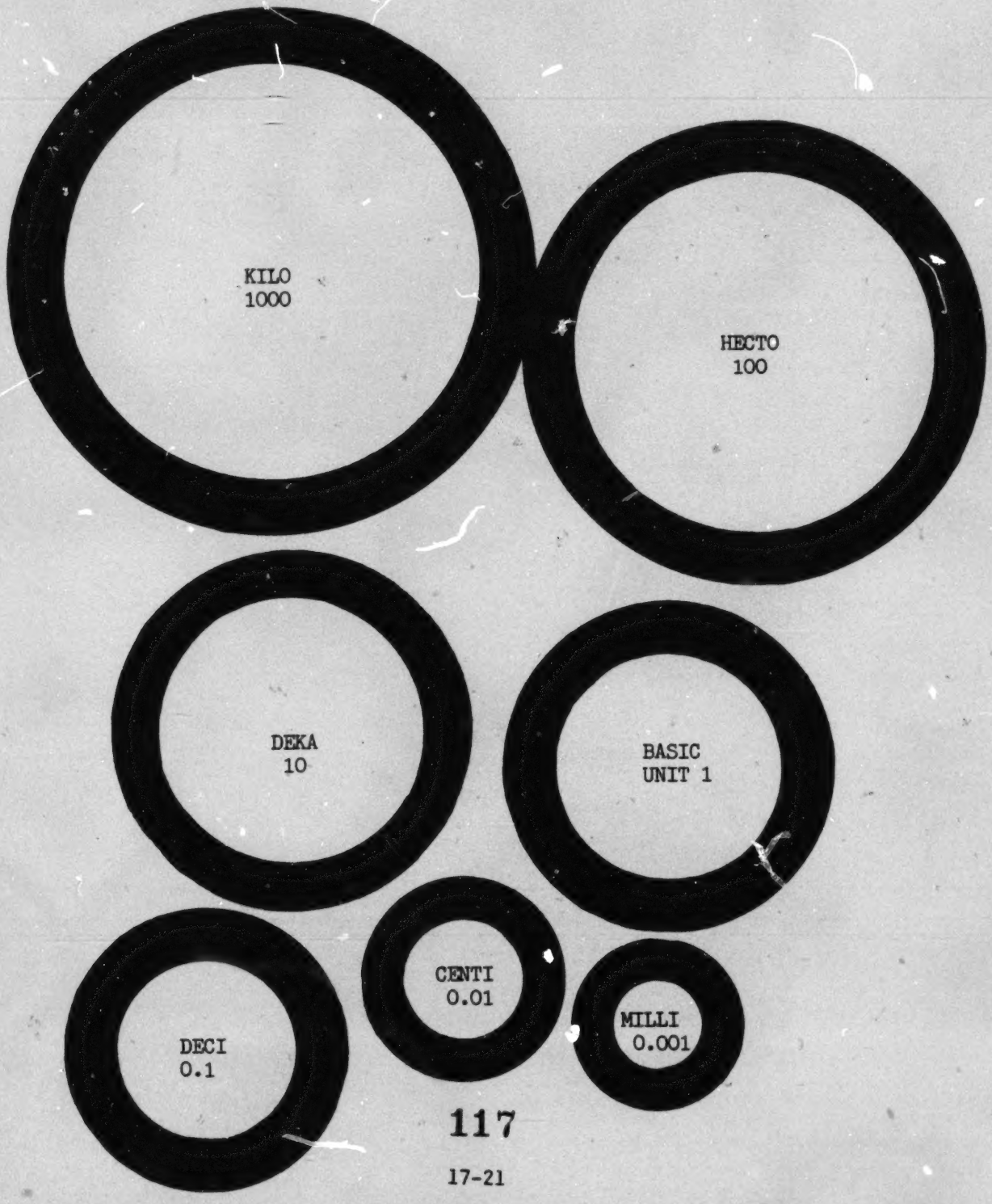
deci (dess-ie) means 0.1 one tenth of a basic unit = decimeter, decigram, deciliter

centi (sen-ta) means .01 one-hundredth of a basic unit = centimeter, centigram, centiliter

milli (mill-ie) means .001 one thousandth of a basic unit = millimeter, milligram, milliliter

S. M. 7 VISUAL COMPARISON OF METRIC SYSTEM PREFIXES

Directions: Prepare visual symbol from colored paper of felt. Enlarge to a size appropriate to classroom display area. Arrange in a display area with the unit of measure as each unit is introduced.



S. M. 8 LIVING METRIC WITH METERS

Directions: The following phrases are part of several recipes which you might prepare. Read each phrase and decide how long, thick or wide the item mentioned in the direction will be.

1. Roll the dough to a thickness of 3 mm
2. Melt the butter in a pan 225 mm x 330 mm
3. Broil the ground beef pattie 15 cm from the source of heat
4. Beat the eggs, seasonings and milk together, pour into a pan 5 cm deep
5. Roll the dough into a ball 3 cm in diameter
6. Drop the cookie dough onto a pan 60 mm apart
7. Lightly grease a pan 40 cm by 20 cm by 30 mm

S. M. 8 (cont.)

Directions: Fill in the blank with the sign that will make a true statement.

= means equal to 7 = 4 + 3
> means "greater than" 10>7
< means "smaller than" 7<10

____ 1. One centimeter is one millimeter.

____ 2. One millimeter is one meter.

____ 3. One kilometer is ten meters.

____ 4. Ten millimeters are one centimeter.

____ 5. Ten centimeters are one decimeter.

____ 6. One kilometer is one thousand meters.

____ 7. Twenty millimeters are two centimeters.

____ 8. Five centimeters are five millimeters.

____ 9. One hectometer is one meter.

____ 10. One dekameter is one meter.

Answers:
1.> 2.< 3.> 4. = 5. = 6. = 7. = 8.> 9.> 10.>

S. M. 9 ESTIMATING WEIGHTS USING THE GRAM

Designate several work centers in the classroom. 3-4 students may work in a center.

In each center, arrange items which vary in weight from a few milligrams, to a kilogram or more.

Canned and packaged food products may be used as well as paper clips, pencils and other items readily available in the school.

Prepare a list of weights which students are to identify from among the products displayed.

	Name of Item
1. item weighing 2 milligrams	_____
2. item weighing 45 milligrams or less	_____
3. item weighing approximately 1 gram	_____
4. item weighing approximately 55 grams	_____
5. item weighing approximately 100 milligrams	_____
6. item weighing approximagely 5 grams	_____
7. item weighing approximately 15 grams	_____
8. item weighing approximately 240 grams	_____
9. item weighing approximately 500 grams	_____
10. item weighing approximately 1 kilogram	_____

Students may determine weight in the center using a scale if one is available for each group. If only one scale is available, students may take turns weighing items which they have estimated to be of approximately that designated weight.

S. M. 10 LIVING METRIC WITH GRAMS

Directions: Read each of the following problems and complete the questions.

1. Jack is concerned that he is below average in weight for height and age. He is 14 years old, 160 cm tall and weighs 45 kg. According to the weight and height charts he is _____.

2. According to the height and weight charts what is the average weight for someone your age and sex? _____

3. The local drive-in restaurant has the following advertisement in the paper.

   "For a satisfying meal, try our new 30 gram hamburger."

   Which of the following customers might find this burger a satisfying meal?
   1. 3 year old Penny
   2. Penny's nine year old brother Paul
   3. Bill who plays tackle on the football team
   4. Penny's Dad

4. You are shopping for shampoo. At the Ace drugstore you find your favorite brand on sale in two sizes.

   #1 280 grams for $1.10
   #2 330 grams for $1.50

   You are interested in getting the most shampoo for your money, which is the best buy? _____

5. David and Sally found the following information on a Hershey candy bar label.

This bar equals one serving.		Percentage of U.S. Recommended Daily Allowances			
calories	160	Protein	4	Riboflavin	4
protein	3 grams	Vitamin A	*	Niacin	*
carbohydrate	15 grams	Vitamin C	*	Calcium	6
fat	10 grams	Thiamine	*	Iron	2

   * contains less than 2% of the U.S. RDA of these nutrients.

   What can you tell them about the meaning of the information?

   Refer to the RDA charts.

S. M. 10 (cont.)

Fill in the blank with the sign that will make the statement true.

= means equal to $7 = 4 + 3$
> means "greater than" $10 > 7$
< means "smaller than" $7 < 10$

____ 1. One hectogram is one decigram.

____ 2. One centigram is one milligram.

____ 3. One decigram is one Megagram.

____ 4. One gram is one kilogram.

____ 5. One Megagram is one milligram.

____ 6. One milligram is one kilogram.

____ 7. One milligram is one centigram.

____ 8. One hectogram is one Megagram.

____ 9. One decigram is ten centigrams.

____ 10. One hundred centigrams are one gram.

Answers:
1.> 2.> 3.< 4.< 5.> 6.< 7.< 8.< 9.> 10.=

S. M. 11 LIVING METRIC WITH LITERS

Student Worksheet

= means equal to 7 = 4 + 3
>means "greater than" 10>7
<means "smaller than" 7<10

Fill in the blank with the sign that will make the statement true.

____ 1. One liter is one Megaliter.

____ 2. One kiloliter is one centiliter.

____ 3. One deciliter is one milliliter.

____ 4. One milliliter is one liter.

____ 5. One Megaliter is one kiloliter.

____ 6. One hectoliter is one Megaliter.

____ 7. One centiliter is one milliliter.

____ 8. One centiliter is one hectoliter.

____ 9. One liter is one hectoliter.

____ 10. One milliliter is one kiloliter.

Answers:
1.< 2.> 3.> 4.< 5.> 6.< 7.< 8.< 9.< 10.<

S. M. 12 RECIPES: CRISP PEANUT BUTTER COOKIES

Customary (USA) System

1 cup margarine
1 cup peanut butter
1 cup sugar
1 cup firmly packed light brown sugar
2 large eggs, beaten
1 teaspoon vanilla
2½ cups unsifted spooned all-purpose flour
1 teaspoon baking powder
1 teaspoon baking soda
1 teaspoon salt

Stir together margarine, peanut butter, and sugars until blended. Beat in eggs and vanilla. Stir together flour, baking powder, baking soda, and salt. Add to peanut butter mixture, stirring until well blended. If necessary, chill dough until it can be handled easily. Shape into 1-inch balls. Place about 2 inches apart on greased baking sheet. Flatten with tines of floured fork, making crosswise pattern. Bake in 350 degrees F. oven 12 to 15 minutes or until lightly browned. Yield: about 72 (2-inch) cookies.

Metric System by Volume Measurement of Majority of Ingredients

240 milliliters margarine
240 milliliters peanut butter
240 milliliters sugar
240 milliliters firmly packed brown sugar
2 large eggs, beaten
5 milliliters vanilla
600 milliliters unsifted spooned all-purpose flour
5 milliliters baking powder
5 milliliters baking soda
5 milliliters salt

Stir together margarine, peanut butter, and sugars until blended. Beat in eggs and vanilla. Stir together flour, baking powder, baking soda, and salt. Add to peanut butter mixture, stirring until well blended. If necessary, chill dough until it can be handled easily. Shape into 2.5-centimeter balls. Place about 5 centimeters apart on greased baking sheet. Flatten with tines of floured fork, making crosswise pattern. Bake in 176 degrees C. oven 12 to 15 minutes or until lightly browned. Yield: about 75 (5-centimeter) cookies.

Metric System by Weight of Non-Liquid Ingredients

244 grams margarine
251 grams peanut butter
200 grams sugar
212 grams light brown sugar
2 large eggs, beaten
5 milliliters vanilla
312 grams all-purpose flour
3 grams baking powder
4 grams baking soda
6 grams salt

Stir together margarine, peanut butter, and sugars until blended. Beat in eggs and vanilla. Stir together flour, baking powder, baking soda, and salt. Add to peanut butter mixture, stirring until well blended. If necessary, chill dough until it can be handled easily. Shape into 2.5-centimeter balls. Place about 5 centimeters apart on greased baking sheet. Flatten with tines of floured fork, making crosswise pattern. Bake in 176 degrees C. oven 12 to 15 minutes or until lightly browned. Yield: about 72 (5 centimeter) cookies.

Metric Salad

1 bunch watercress
250 liters mushrooms
250 liters red kidney beans, drained
1 Bermuda onion
15 milliliters olive oil
5 milliliters red wine vinegar
1 milliliter garlic powder
2 milliliters dry oregano
1 milliliter powdered rosemary
0.01 milliliter dry mint powder
200 milliliters croutons

Chop vegetables in fine pieces; add beans. Combine olive oil, wine vinegar, and seasonings. Mix well. Toss salad together with dressing. Cool and serve with croutons on top.

Spaghetti Metrica

1 kilogram ground beef
15 milliliters olive oil
0.5 liter chopped onions
250 millilters chopped mushrooms
250 milliliters chopped green (bell) pepper
1.35 kilograms tomatoes, canned
150 grams tomato sauce
75 grams pine nuts (optional)
15 milliliters dried oregano
5 milliliters cayenne pepper
2 garlic cloves, crushed
1 bayleaf
1 milliliter lemon juice
Salt to taste (approximately 15 milliliters)

Brown meat in oil. Mix all the other ingredients (including the meat) in a 4-liter pot. Cover and bring to a boil. Reduce heat and simmer for 1 hour.

Party "Pickin's"

1.25 deciliters vegetable oil
2.5 milliliter seasoned salt
10 milliliters Worcestershire sauce
5 milliliters garlic salt
2.5 deciliters each of:
bite-size shredded wheat
bite-size shredded rice
O-shaped puffed oat cereal
thin pretzel sticks
1.25 deciliters salted nuts

Heat oil and seasonings in 30 centimeter skillet over medium heat. Reduce heat to low. Add remaining ingredients and heat about 10 to 12 minutes longer, stirring often. Makes about 1 liter snack.

Hot Spiced Cranberry Punch

1.75 deciliters light brown sugar, firmly packed
¼ liter water
1.25 milliliters salt
1.25 milliliters ground nutmeg
2.5 milliliters ground allspice
2.5 milliliters ground cinnamon
3.75 milliliters ground cloves
1 bottle cranberry juice cocktail (about 1.4 liter)
1 can unsweetened pineapple juice (about 1.36 liter)
Butter
Cinnamon sticks

Mix sugar, water, salt, spices (except cinnamon sticks) and cranberry juice cocktail in 5 liter saucepot. Bring to a boil. Pour into 4 liter bowl for serving. Dot each individual serving with butter; use cinnamon sticks as stirrers. Makes about 3.1 liters punch.

Mexican Hot Chocolate

1 pkg. semi-sweet chocolate pieces (about 336 grams)
½ liter boiling water
15 milliliters cinnamon
1.25 milliliters nutmeg
1.25 milliliters salt
5 milliliters salt
5 milliliters vanilla
2½ liters milk

Put all ingredients except milk into 5 liter saucepot. Cook, stirring constantly, over medium-low heat until chocolate is melted. (Chocolate will not melt smoothly.) Stir in milk; heat throughly, stirring occasionally. Remove from heat. Beat with hand beater until chocolate is smooth and frothy. Makes about 3 liters hot chocolate.

S. M. 13 FOOD PREPARATION AND THE METRIC SYSTEM

When the United States goes metric and recipes begin to be written in the metric system, manufacturers will undoubtedly make sets of metric-scaled containers for volume measurement of dry ingredients.

Already available is a liquid multi-measure with metric markings from 50 to 500 milliliters. In working with these metric recipes, use this device, or borrow beakers and graduated cylinders with metric measurements from the Science Department. Students should gently level the dry ingredients with the tip of a spoon.

Some countries that are already using the metric system in the kitchen, weigh non-liquid ingredients. With the metric recipes given here that list weights in grams, use a metric scale.

One proposal being considered suggests metric measuring spoons in the following sizes:

1 tablespoon = 15 milliliters

1 teaspoon = 5 milliliters

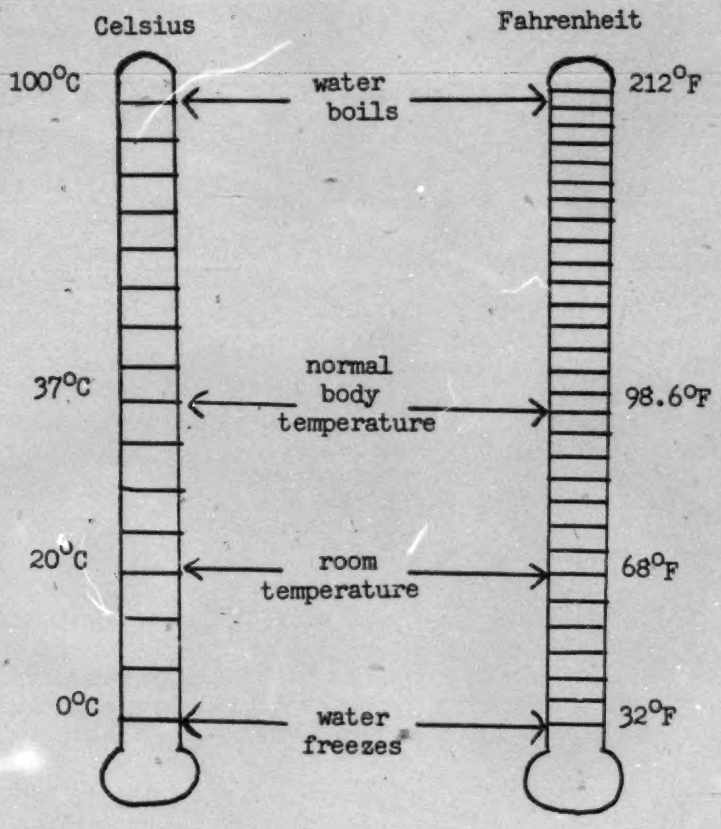
$\frac{1}{2}$ teaspoon = 2.5 milliliters

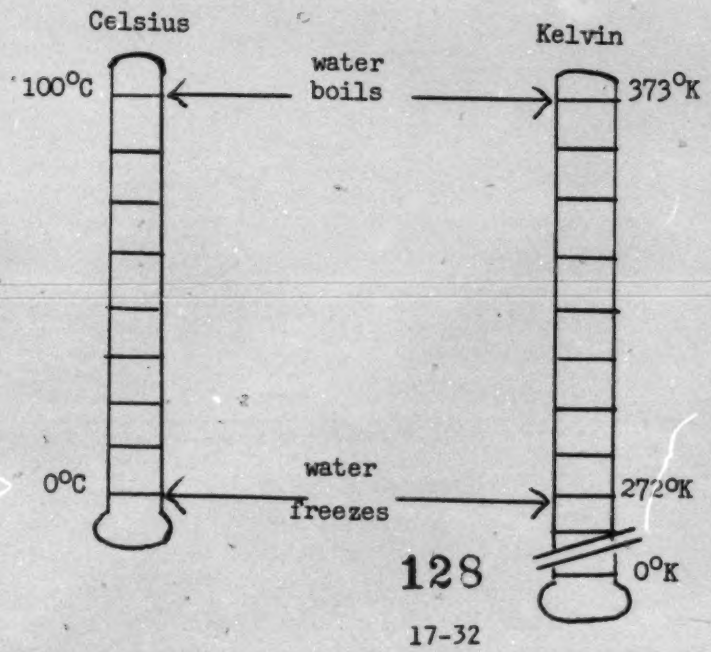
$\frac{1}{4}$ teaspoon = 1.25 milliliters

These new sizes are so close to the milliliter measurement of the customary spoons in use that no adjustment is necessary in working with these recipes.

Conversions from customary measurements to milliliters are based on a 240 milliliter cup. Conversions from customary measurements to grams are based on figures given in the "Handbook of Food Preparation" (The American Home Economics Association, 1971) and ARS Pamphlet 61-6 "Average Weight of a Measured Cup of Various Foods" (United States Department of Agriculture, 1969).

S. M. 14 CELSIUS, FAHRENHEIT AND KELVIN TEMPERATURE SCALES





S. M. 15 HOW WOULD YOU MEASURE?

Directions: Listed below are some of the tasks and activities that people do in everyday life which involve measuring. Indicate the unit of measure which would be used to express the following measurements by matching the letter of the unit of measurement to the task.

A. liter
B. gram
C. centimeter
D. meter
E. kilogram
F. milliliter
G. millimeter

1. ____ _____
2. ____ _____
3. ____ _____
4. ____ _____
5. ____ _____
6. ____ _____
7. ____ _____
8. ____ _____
9. ____ _____
10. ____ _____
11. ____ _____
12. ____ _____
13. ____ _____
14. ____ _____
15. ____ _____
16. ____ _____
17. ____ _____
18. ____ _____

S. M. 16 CHANGING TO THE METRIC SYSTEM

The change will be slow and gradual, over a period of years. The immediate change when conversion starts will not be very great. In England, five years after industry and government were in the process of changing over to the metric system, most people did not know that it was going on. Those whose jobs were affected by metric measurements had learned what they needed to know to do their jobs. But for the man in the street there had been no radical change.

The metric system is already in use in the United States to a much greater extent than many people realize. No one would think of trying to buy a roll of one-third inch motion picture film. People are used to 8 mm film; they take it for granted. When you tune your radio you change to a station whose frequency is expressed in meters, not feet or yards. The electricity you use in your home is measured in kilowatt hours. The length of skis is expressed in centimeters and the power of motorcycles in cubic centimeters. The labels on the bottles of medicine in your bathroom give the amount of each ingredient in milliliters or milligrams. When the doctor gives you a prescription it is almost certainly written in the metric system. The contents of approximately 40% of all boxes or cans of food in a supermarket are marked in both metric and customary measurements. Every time you spend a dime or a quarter you are using a metric product, as have all Americans for almost one-hundred years. Since 1876 the United States Mint has used the metric system to measure the alloys for coinage.

The shock of change-over will be lessened because there will be no apparent change in most things in everyday life. The only change will be the language by which they are described. Let's take a look at some everyday things which will change.

Changes in the home:

Furniture - made to metric dimensions, but there will be no apparent difference. The 6-foot sofa may become a 180 cm sofa.

Beds - they will still go by the names, "twin" or "double" but the dimensions will be in metric.

Bathroom Scales - you will weigh yourself in grams or kilograms.

Kitchen - equipment will be labeled in metric dimensions. Work surfaces which have long been standardized at 36" may be rounded off to 90 cm, one-half inch lower than the American standard. Recipes will use metric measurements, therefore, measuring equipment will be calibrated in metric.

Garden tools will be made to metric dimensions - 8 m and 16 m rools of hose, etc.

Supermarket - foods will be labeled with metric weights, liquids in liters, others in grams or kilograms. Information about the nutrient content of foods will be expressed in grams and milligrams.

Clothing - sizes according to actual metric measurements. Hats, shirts, shoes, pants, etc.

S. M. 16 (cont.)

Other changes:

Automobile - cars will be manufactured in metric measurements
gasoline sold in liters
speed measured in kilometers
distance measured in kilometers

Sports - Track, field and swimming will become entirely metricized.
Field events will be measured in metric; equipment will not have to change.
Court games (tennis, badminton, basketball) are the same all over the world (baseball too) so the dimensions of the courts or field remain the same except measured in metric.
Automobile racing standard distances may change to round off numbers. (Indianapolis 800)
Football may not change to metric measurements since the yard is so much a part of the game. (The field could be changed from 100 yards to 100 meters, with 10 meter end zones instead of 10 yard end zones, but this change would make quite a difference in the game. It would be necessary to move the ball about 10% further to retain possession, and this would result in fewer first downs. Because of this, and because American football is not played anywhere else in the world, it is possible that the yard will remain as the standard of measure.)

Miss Petite Sizes

Sizes	6 MP		8 MP		10 MP		12 MP		14 MP		16 MP	
	in	cm	in	cm	in	cm	in	cm	in	cm	in	cm
Bust	30½	78	31½	80	32½	83	34	87	36	92	38	97
Waist	23½	60	24½	62	25½	65	27	69	28½	73	30½	78
Hip	32½	83	33½	85	34½	88	36	92	38	97	40	102
Back Waist Length	14½	37	14¾	37,5	15	38	15¼	39	15½	39,5	15¾	40

Men

Sizes	34		36		38		40		42		44	
	in	cm	in	cm	in	cm	in	cm	in	cm	in	cm
Chest	34	87	36	92	38	97	40	102	42	107	44	112
Waist	28	71	30	76	32	81	34	87	36	92	39	99
Hip (seat)	35	89	37	94	39	99	41	104	43	109	45	114
Neckband	14	35,5	14½	37	15	38	15½	39,5	16	40,5	16½	42
Shirt Sleeve	32	81	32	81	33	84	33	84	34	87	34	87

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S. M. 18 (cont.)

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